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ABSTRACT

This final report summarizes a three-year project to develop and field test an advocacy curriculum designed to teach secondary-level disabled students (mentally retarded, emotionally disturbed, learning disabled, physically disabled, visually and hearing impaired) their rights and responsibilities under recent legislation, the various service systems they will need to use, and how to gain access to them. Contents include methods and procedures (broken down by project year and including a summary of project objectives and accomplishments), results of the field test, and conclusions. Among appendices are needs assessment survey forms and results, a sample inservice training workshop agenda, a field test plan, and evaluation procedures. Included as the final appendix is the 356-page advocacy curriculum or trainer's guide, which includes general guidance as well as eight instructional units: advocacy in the life functioning systems (an introduction and overview), application of advocacy to the individual system, education, employment, housing, transportation, human and social services, and recreation. (JW)

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ED264673

Final Report

Grant No. G008001917

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AN ADVOCACY CURRICULUM (9-12)
FOR TOTAL CAREER DEVELOPMENT
AND INDEPENDENT LIVING SKILLS
FOR HANDICAPPED STUDENTS

June, 1983

U.S. DEPARTMENT OF EDUCATION
Office of Special Education and Rehabilitative Services
Special Education Programs
Division of Innovation and Development

EC 181322

ADVOCACY CURRICULUM FOR 9-12
TOTAL CAREER DEVELOPMENT AND INDEPENDENT LIVING SKILLS
FOR HANDICAPPED STUDENTS

AUTHOR'S ABSTRACT

This report discusses a three year project conducted by the American Coalition of Citizens with Disabilities, Inc. (ACCD) to develop and field test "An Advocacy Curriculum (9-12) for Total Career Development and Independent Living Skills for Handicapped Students." The project, conducted from July, 1980 through June, 1983, was funded by the Division of Innovation and Development, Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education.

The report provides an overview of how each objective of the project was achieved. It also describes how members of the disability community, administrators, and teachers, disabled and nondisabled, contributed extensively to the development the curriculum. As a result, the curriculum has been created by individuals who are potential users.

The Appendices of the report include copies of the record keeping and other forms used by teachers involved in field testing the Advocacy Curriculum. Also enclosed is a copy of the Advocacy Curriculum which includes a trainer's guide; guidelines for adapting the curriculum; sample tests for use with the Advocacy Curriculum; a self-instructional module; and other useful material.

There were three major components of this project. The first year involved the development of the curriculum materials and an inservice training package. During this period, competencies needed by disabled students to gain access to the various service systems were identified and materials to teach those competencies were developed. The second phase and year included the identification of field test sites and personnel. During this stage, teachers at the test sites were trained to implement the curriculum. During the third year, the Advocacy Curriculum was field tested and final revisions made.

This report describes the multiphase process that was utilized in order to produce a curriculum that was usable and which prepared disabled students in grades 9-12 for the transition from school to employment and the community.

AN ADVOCACY CURRICULUM (9-12)
FOR TOTAL CAREER DEVELOPMENT
AND INDEPENDENT LIVING SKILLS
FOR HANDICAPPED STUDENTS

FINAL REPORT
GRANT #G008001917

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TABLE OF CONTENTS

Page

Author's Abstract

Title Page

Table of Contents

Introduction.. 1

Methods and Procedures................................ 4

Objectives and Procedures for First Project Year (July, 1980 - June, 1981).................... 5

Objectives and Procedures for Second Project Year (July, 1981 - June, 1982).................... 8

Objectives and Procedures for Third Project Year (July, 1982 - June, 1983).................... 11

Summary of Project Objectives......................... 15

Project Accomplishments............................... 17

Results of Field Test................................. 24

Conclusion.. 30

APPENDICES

Appendix A: Project Abstract

Appendix B: Needs Assessment Survey and Results

Appendix C: Teacher Advisory Committee Task Sheets

Appendix D: Sample Inservice Training Workshop Agenda

Appendix E: Content and Design Review Form

Appendix F: Data and Agreement Forms Completed by Field Test Personnel

Appendix G: Field Test Plan
Appendix H: Field Test Directions
Appendix I: Form Developed to Assist Teachers in Maintaining Student Confidentiality
Appendix J: Self-Instructional Unit Review Forms
Appendix K: Evaluation Procedures
Appendix L: Unit Evaluation/Adaptations Form
Appendix M: Acknowledgements Form
Appendix N: The Advocacy Curriculum

INTRODUCTION

Research indicates that dependency among disabled people is one factor in the inflation problems in this country. Many factors account for dependency among disabled individuals. Lack of employment opportunities and training is one of the most significant factors. The following statistics will illustrate the point.

Employment

- Only 40% of the adult disabled population is employed as compared to 74% of the nondisabled population (Levitan & Taggart, 1976);
- 85% of those disabled individuals employed earned less than $7,000 per year, and 52% earned less than $2,000 per year (Bowe, 1980);
- 50% of all U.S. residents who do not participate in the labor force are disabled (Bowe, 1980);
- 76% of all disabled women are unemployed (Bowe, 1980).

Training

- In Fiscal Year 1978, handicapped individuals represented only 2.1% of the total enrollments in secondary vocational education programs and 1.7% of the postsecondary enrollments (Office for Civil Rights, 1980);
- Fiscal Year 1978 enrollment data from the U.S. Department of Labor indicate that handicapped youth represented less than 5% of the participants in CETA Youth Programs (Jones, 1977).

It is apparent that some type of intervention is needed to eliminate the burden caused by dependency and to replace it with a plan that develops the potential of disabled citizens.

In 1980, the American Coalition of Citizens with Disabilities, Inc. (ACCD) sought and received a grant to conduct a three-year project to develop, field test, and disseminate an Advocacy Curriculum for grades 9-12. The project, An Advocacy Curriculum for Total Career Development and Independent Living Skills for Handicapped Students, was conceived to develop the independent living and self-advocacy skills of disabled secondary aged students. ACCD believes that one way to eliminate dependency and develop the resources of disabled individuals is to provide them with training on how to gain access to the various systems. The systems that were identified for the curriculum are: employment, transportation, housing, education, recreation, and human and social services. Access and use of all the systems are important for the independence of an individual because of the interdependence of one system on the other.

A structure is in place in American society to bring about the independence and integration of all citizens into the mainstream of society. Legislation exists that provides for the inclusion and integration of disabled persons into all the systems. The problem is that many disabled individuals are not aware of that legislation and do not have the advocacy skills needed to acquire the services they need.

ACCD receives thousands of phone calls and letters from disabled individuals requesting information about services that should be available to them. A review of the literature revealed that there are few projects or programs that exist to teach advocacy skills and competencies to disabled individuals prior to their departure from the public school system. It was in recognition of a need for advocacy training for disabled youth that ACCD proposed to develop the curriculum described in this report.

The original proposal to the Department of Education did not envision the comprehensiveness of the curriculum that was subsequently designed and field tested. The core curriculum is adaptable to a variety of settings and appropriate for students with different disabilities. The primary objectives of the project were the following:

- To develop and produce an advocacy curriculum for handicapped students;
- To develop an inservice training program and materials to train various types of personnel to implement the advocacy curriculum;
- To implement, field test, and evaluate the advocacy curriculum, teacher and student materials;
- To demonstrate that advocacy education will efficiently contribute to the total career development and improve the independent living skills of handicapped individuals; and
- To develop and implement effective strategies for optimum dissemination and utilization of the curriculum and materials.

METHODS AND PROCEDURES

Upon notice of the grant award, the project abstract was revised and prepared for dissemination. During the first two months of the project, a needs assessment in the form of a modified Delphi technique was developed and the results were used to identify the most important advocacy competencies upon which the curriculum was based. This three-year project was divided into three major functions/activities.

- Year 1: Research and Development. This consisted of developing the project products.
- Year 2: Inservice Training. This consisted of two field test periods of the curriculum, materials, and media which were developed during Year 1.
- Year 3: Demonstration/Service and Evaluation. This consisted of implementing and evaluating the advocacy curriculum, materials and media that were provided directly to handicapped individuals by personnel trained during Year 2 as well as additional teachers identified during Year 3. The extent to which the competencies were learned by the students was evaluated.

The next section is divided into three parts for each of the three project years. Each of the project objectives and sub-objectives are identified, followed by a brief description of the procedures used to accomplish the objective. Slippages and problems encountered, if applicable, are noted in each procedures section.

Objectives and Procedures for First Project Year (July, 1980 - June, 1981)

Objective 1.0: To develop and produce an advocacy education curriculum, 9-12 (grades), for handicapped students. (Curriculum Development)

Sub-objectives

1.1 To define and describe advocacy, how it works, and what skills are required for effective advocacy.

1.2 To develop criterion referenced objectives which focus on advocacy for all handicapped students.

Procedures

These two tasks involved defining and describing advocacy and developing criterion referenced objectives for advocacy. The achievement of this task was accomplished through reviewing literature and interviewing persons on the advisory committee, professionals working with disabled students and adults.

Sub-objectives

1.3 To identify and clarify the basic advocacy roles and functions necessary for handicapped individuals.

1.4 To identify the major systems in which advocacy on behalf of handicapped individuals is necessary, such as education, housing, transportation, recreation, employment, human and social services, and accessibility of facilities.

Procedures

The identification and development of basic advocacy roles and functions necessary for disabled students were accomplished through research and interviews. Information from this activity provided the basis for the needs assessment survey that is described in the next task.

Sub-objective

1.5 To identify information and understandings about particular handicapping conditions that one needs to know to serve as an effective advocate.

Procedures

In order to identify information and skills that disabled individuals need to know about the systems,we used the following activities: (1) a needs assessment survey was developed, (2) the survey was administered to members of ACCD's Board of Directors and other disabled adults, (3) the information was analyzed and used to develop the competencies for the curriculum.

The identification of information needed by handicapped students about handicapping conditions was done through research and interviews with professionals in education for disabled students and advocates. These competencies are included in unit one of the curriculum.

Sub-objective

1.6 To identify and describe procedures for teaching advocacy skills to various handicapped individuals in four different settings: self-contained special education, integrated regular and vocational education, residential settings, and youth organizations (an experimental and control group for each setting).

Procedures

The identification and development of procedures for teaching advocacy skills to various disabled individuals was achieved through working with the teacher advisory committee. The teacher advisory committee was made up of teachers who have worked in a variety of settings and with many students having various disabilities. The teacher advisory committee provided input in accomplishing this objective through the following activities. They reviewed the goals and objectives of the curriculum and rated them for appropriateness. Input was also obtained from regular education teachers regarding the appropriateness of the goals and objectives for other subject areas.

Sub-objectives

1.7 To develop teacher materials for the curriculum and tasks described in Objective 1.

1.7.1 To develop an inservice training program that can be used for training eductors and others (parents, youth group sponsors) how to implement the advocacy education curriculum.

1.7.2 To develop training materials that can be used by educators and others to increase their skills in providing advocacy education to handicapped students.

Procedures

The basic curriculum materials for teachers were developed. The first two of the eight units are on advocacy and the life functioning systems. The remaining units are on the six systems that were identified and described in Objective 1. Goals and instructional objectives were developed.

Teacher inservice materials and the training program were developed. The first draft of these materials was completed by May 30, 1981.

Sub-objective

1.8 To design sample student materials for the curriculum and tasks described in Objective 1.

Procedures

Sample student materials were developed. The teacher advisory committee was involved in developing these materials.

Objective 2.0: To develop an inservice training program and materials to train various types of personnel to implement the advocacy education and curriculum.

Sub-objectives

2.1 To develop training materials that can be used in eight (8) identified settings for training the various types of personnel to provide advocacy education.

2.2 To develop a procedure by which the core curriculum can be adapted to each of the various settings.

Procedures

The teacher advisory committee worked with project staff to develop this program and materials.

Objectives and Procedures
for
Second Project Year
(July, 1981 - June, 1982)

Objective 3.0: To implement, field test, and evaluate the advocacy curriculum, teacher, and student materials. (Inservice Training).

Sub-objective

3.1 To identify field test sites and personnel involved in field testing the curriculum materials.

Procedures

This phase of the project required far more time and effort than anticipated. While this activity began in the early months of the second project year, it continued until the end of the second year. Six sites were officially established and two were in the process of being finalized. The staff developed a procedure for identifying the field test sites during the first month of the project year. The following activities were used to implement the plan:

- The teacher advisory committee members were contacted to solicit ideas for test sites;
- The administrators from the metropolitan public school systems, private schools, and youth organizations were contacted regarding their procedures for conducting research and demonstration projects in their school systems;
- Applications were sent to the list of potential sites;
- Formal proposals were submitted to a number of local Boards of Education for review and approval by their curriculum committees.

These activities resulted in meetings, interviews, and phone calls to discuss the application and ACCD's proposals to field test.

Through this process ACCD identified and selected six of its proposed twelve sites. Sites that were established officially were the following:

(1) Frost Center, a self-contained class for emotionally impaired youngsters in Rockville, Maryland;

(2) the Model Secondary School for the Deaf, a residential school for deaf students at Gallaudet College in Washington, D.C.;

(3) a youth organization at the Holly Center in Salisbury, Maryland, composed of young people with learning disabilities, mental retardation, cerebral palsy and epilepsy.

Each of these groups contained an experimental and control group. Two other sites were unofficially established at a program for physically disabled students in Maryland. The remaining six sites were finalized prior to the end of the second project year.

Sub-objective

3.2 To conduct inservice training workshops for educators relative to the delivery of advocacy competencies.

Procedures

Inservice training of field test personnel was initiated and continued until the end of the project year. The sessions were individualized to meet the needs of the field test sites. Inservice training for area school based personnel was conducted in a central location after school hours to accommodate the needs of staff who were unable to get time out of school during the normal working day. Staff working with youth organizations were volunteers with more flexibility for day meetings, who were inserviced through a day long training workshop.

Preparation and implementation of inservice training of staff involved a wide range of activities that included the following:

- Preparing materials for the workshop to be included in the inservice training package such as: evaluation forms; teacher/administrator agreement forms; student, teacher, and classroom or setting data forms; roles and responsibilities of parties in the field test; and other pertinent information;
- Arranging dates and sites;
- Preparing letters and invitations to be sent to field test personnel;
- Developing the inservice agenda.

The first session was designed to be an orientation meeting. The agenda included (1) an overview of the project that included information on the conceptualization and development of the curricula materials, (2) a discussion of the civil rights law on which advocacy is based, (3) a discussion and activities to make participants aware of advocacy, the life functioning systems and their relationship to disabled individuals, and (4) the field testing procedures. Subsequent training sessions included information on implementing the curriculum in a variety of settings; clarification on the legislation and the needs of disabled individuals in the various systems; the use of resources in implementing the curriculum; and general techniques for modifying the curriculum for populations for which the materials would be used.

Feedback on the inservice training as well as on the curriculum materials was solicited during the workshops. Evaluation forms were administered to all trainees. The feedback from the evaluations was used to revise the field test materials. Additionally, feedback was solicited as the materials were tested informally with students.

Sub-objective

3.3 Monitor and carry out formative and summative evaluations of the effectiveness of the advocacy curriculum and materials in the various settings.

Procedures

This objective was accomplished in several ways. All the necessary forms required for the inservice training evaluation and pilot testing were satisfactorily developed during the second project year. Educators who expressed interest in the curriculum during the first year were contacted regarding pilot testing. Most teachers from the Teacher Advisory Committee were unable to pilot test due to lack of approval from their schools. Informal testing of the curriculum continued through the end of the third project year utilizing a few teachers who were willing to test lessons and units in their classes and provide valuable feedback. The information gathered from the pilot testing and educators who reviewed the materials was used to develop supplementary materials for the curriculum. Such information was used for adapting the materials for the formal field tests implemented during the third project year.

Sub-objectives

3.4 To initiate the advocacy curriculum and materials revision as indicated by formative evaluations and conduct second field test.

3.5 To monitor and carry out formative and summative evaluation on the revised materials and do the final evaluations on the materials and programs.

Procedures

These two objectives overlapped and were ongoing throughout the third project year. The inservice training plan was modified and revised on the basis of the first workshop evaluations. The evaluations from all the workshops were used to revise the project inservice training guide.

Second Year Summary

The project progressed along the lines anticipated. Major barriers encountered were the time required and bureaucratic redtape involved in getting into public schools to field test materials. It should be noted that the public schools required that separate proposals be submitted to their Boards of Education. The Boards referred such proposals to their Curriculum Committees which made a recommendation to the Board. Most school Boards elected not to field test the curriculum. These factors slowed progress in establishing the field test sites and limited the degree to which ACCD could pilot test the materials with students prior to the formal field test during the third year of the project.

The objectives for the second year were achieved. An amount of interest was generated as a result of ACCD's contact with officials for field testing and ACCD consistently received support for the appropriateness and need for this curriculum. One of the potential public school sites (Montgomery County) tentatively considered implementing the curriculum in all of its regular social studies classes. This kind of enthusiasm was most encouraging.

Objectives and Procedures for Third Project Year (July, 1982 - June, 1983)

Objective 4.0: To demonstrate that advocacy education will effectively contribute to the total career development and independent living skills of handicapped individuals - both as students and adults.

Sub-objective

4.1 To initiate advocacy education utilizing the curriculum and materials with handicapped students in the various settings identified in Objective 1.6.

Procedures

The purpose of the field test was two-fold. It evaluated the effectiveness of the curriculum materials in meeting the identified goals and measured the impact of the curriculum on the student samples. To achieve the first goal, feedback was obtained from educators and other personnel in the field test sites. They completed various feedback forms reporting the effectiveness of the curriculum in meeting the stated goals, the usability of the materials for the intended audience and the accuracy of the information provided. Participants were encouraged to make recommendations for specific changes, i.e., additions or deletions which should be made prior to the publication of an Adaptations Handbook which became part of the overall curriculum. The formative evaluation procedures begun in Years 1 and 2 continued after prototype and expert reviews of the deliverable products.

The second goal, to determine the impact of the curriculum on the student samples, was achieved by taking students through various units of the curriculum. The three settings in which the curriculum was field tested were self-contained special education classrooms, residential settings, and youth organizations. Sixteen groups of students participated in the field test of the curriculum. Eight groups were pre-tested; instructed using the curriculum; and post-tested after instruction. Eight groups were pre-tested and post-tested but did not receive advocacy instruction during the field test.

Sub-objective

4.2 To conduct outcome evaluation relative to the effectiveness of the advocacy curriculum and materials with handicapped students.

Procedures

Two types of data collection instruments were utilized during this evaluation process. The data feedback forms were used to evaluate the effectiveness of the curriculum. These instruments were used by teachers and other personnel in the field test sites. The second type of instrument that was used was the pre- and post-test. These tests were used with all students involved in the field test. Since the units in the curriculum were designed to be used independently, pre- and post-tests were developed for each unit and the same test was given before and after the unit was taught. Teachers were allowed great flexibility with the tests in terms of modifications, however, the test was required to be given the same way both times it was taken by the students. Modifications included selecting only test items that corresponded with the objectives taught; rewording test questions; or giving the test orally or in American Sign Language.

Sixteen groups of students in 3 educational settings were used in the field test. An experimental and control group were used for field test sites. The characteristics of those groups and the individuals within them varied widely. Students in the special education self-contained and residential settings and youth organizations were composed of all disabled students. Various disabilities were included in many samples. The size of the group, characteristics of the students, and the experience of the personnel in the groups varied according to the setting.

Collecting data during the field test involved the ACCD staff, personnel at the field test sites, and students as well. The teachers were given data feedback instruments and received instructions on how to use them. In addition, informal feedback was solicited from teachers on the effectiveness and usability of the materials at informal meetings. The feedback was used by the project staff as a basis for revising the materials and developing the final publication following the field test. Teachers and personnel at the test sites assumed the major responsibility for collecting the data. Technical assistance and materials were provided by the staff.

Sub-objective

4.3 To conduct evaluation relative to the advocacy curriculum applicability and modifications needed.

Procedures

Teachers conducted ongoing evaluation of the curriculum materials. They were provided copies of the unit taught and wrote their comments regarding the lessons used while conducting the field test. These copies were returned to the ACCD office for review and to assist project staff in making revisions to the materials. At the end of the field test, site personnel completed a Unit Evaluation/Adaptations Form to provide project staff with a comprehensive review of what was taught and the modifications made to the materials. The results from this evaluation were used in the final project product. Teachers were asked to provide project staff with copies of materials designed and used by teachers for inclusion in the curriculum.

Objective 5.0: To develop and implement effective strategies for optimum dissemination and utilization of the advocacy curriculum and materials.

Sub-objective

5.1 To establish a communications network to make teachers, curriculum developers, parents, and others aware of the curriculum and materials and to encourage their utilization of them in the classroom.

Procedures

ACCD has an extensive network of disabled consumers, parents, professionals, and other interested individuals through which information can be disseminated. The project director presented information about the project at national conferences of: (1) the American Vocational Association in St. Louis; (2) the Council for Exceptional Children in Detroit, Michigan; and (3) the Association for Children and Adults with Learning Disabilities in Washington, D.C.

Information about the project was disseminated through the monthly newsletter, ACCD NewsNet, which reaches an audience of organizations and individuals.

Sub-objective

5.2 To identify various school systems with the appropriate educational settings and encourage their utilization of the curriculum and materials.

Procedures

While searching for field test sites, numerous schools and programs were contacted. Although many schools were unable to field test, the project staff provided them with information about the curriculum. Extensive interest was expressed, however, many schools and programs were unable to obtain permission to field test due to bureaucratic redtape. The final curriculum publication has been available to these and other schools and programs for implementation.

Sub-objective

5.3 To develop a plan for the publication of the curriculum and materials in such a manner as to achieve maximum dissemination.

Procedures

ACCD found printers to publish the curriculum as one package and in a manner most appropriate for materials of this scope. The curriculum contains a wide variety of materials for teacher use.

SUMMARY OF PROJECT OBJECTIVES

Objectives	Outcome 1980 - 1981	Outcome 1981 - 1982	Outcome 1982 - 1983
Year 1: 1.0 To develop and produce an advocacy education curriculum for handicapped students in grades 9 through 12.	The basic teacher and student materials for the curriculum were designed and developed.	The materials were tested out with the teachers from the field test sites.	The materials were field tested with students in eight settings and revised where indicated.
2.0 To develop an inservice training program and materials to train various types of personnel to implement the advocacy education curriculum.	Inservice training materials were developed. These included teacher and student materials, a trainer's manual and resource materials.	The inservice training materials were used when the inservice program was implemented with the teachers in the field test sites.	Additional materials and adjustments to the developed materials were made when the need indicated.
Year 2: 3.0 To implement, field test and evaluate the advocacy curriculum (teacher and student)	No action on this objective was planned for this year.	The inservice training was conducted for the personnel at the field test sites. During this time, an evaluation of the curriculum materials was carried out.	Inservice training and identification of test sites continued.

Objectives	Outcome 1980 - 1981	Outcome 1981 - 1982	Outcome 1982 - 1983
Year 3: 4.0 To demonstrate that advocacy education will effectively contribute to the total career development and independent living skills of handicapped individuals both as students and adults.	Prepared materials for this phase of the project.	Prepared staff for this phase of the project.	The curriculum was tested on students in eight settings. A formal evaluation was conducted on the effectiveness of the curriculum.
5.0 To develop and implement effective strategies for optimum dissemination and utilization of the advocacy curriculum and materials.	Announcements and presentations were made at C.E.C., AVA, and ACLD conventions.	Continued sharing information with teachers, parents and appropriate others on the progress of these materials and established network.	Placed articles in professional journals about the curriculum. Continued presentations at conventions. Identified school systems that might be interested in implementing the curriculum. Published the materials for dissemination

PROJECT ACCOMPLISHMENTS

ACCOMPLISHMENTS FOR YEAR ONE

Accomplishments, Activities, Milestones, or Progress To Date	Month Date	Related Project Goals and Objectives
1. Interveiwed and hired project staff, set policy and procedures for the project.	7/80	1.1
2. Developed needs assessment survey.	7/80	1.1
3. Conducted literature search at CEC and NARIC	7/80, 8/80	1.1, 1.5
4. Met with advocacy advisory committee to give overview of the project and solicit input.	9/80	1.1
5. Conducted needs assessment survey of advocacy advisory committee.	9/80	1.1
6. Review the needs assessment surveys and determined components for the curriculum.	10/80, 11/80	1.1, 1.2, 1.3, 1.4, 1.5
7. Contacted Special Education Supervisors in Montgomery, Prince Georges, and Fairfax Counties and scheduled appointments to discuss the project and idantify teachers for the teacher advisory committee	9/80	1.1
8. Sent project information to persons described in activity seven. (Project abstract, goals and objectives of project, needs assessment survey and letter.)	9/80	1.1
9. Met with Dr. Norma Edwards, Assistant Director of Multi-facility programs and alternative centers, Montgomery County Public Schools to identify teachers for the Teacher Advisory Committee.	9/80	1.1

Accomplishments, Activities, Milestones, or Progress To Date	Month Date	Related Project Goals & Objectives
10. Met with Dr. Jessie Mason, Supervisor of Special Education, Prince Georges County Public Schools, to identify teachers for the Teacher Advisory Committee.	10/80	1.1
11. Met with Mr. Henry Angle, Fairfax County Public Schools, to identify teachers for the Teacher Advisory Committee.	10/80	1.1
12. Contacted Mrs. Beatrice Cameron, Assistant Superintendent, Department of Education, Fairfax County Schools, to identify teachers for the Teacher Advisory Committee.	11/80	1.1
13. Developed goals and objectives for the curriculum.	10/80, 11/80	1.6, 1.7
14. Began identifying resource materials for the content of the units in the curriculum.	10/80	1.6, 1.7
15. Developed a model for developing lessons for the units in the curriculum.	11/80	1.6, 1.7
16. Completed the identification of teachers for the Teacher Advisory Committee.	12/80	1.1
17. Mailed letter and materials to the Teacher Advisory Committee members to further acquaint them with the project and their role in developing it.	12/80	1.1
18. Set a date for the first Teacher Advisory Committee meeting.	12/80	1.6, 1.7

Accomplishments, Activities, Milestones, or Progress To Date	Month Date	Related Project Goals & Objectives
19. Sent letters to teachers, and other staff related to the project to announce the first meeting of the teacher advisory committee.	12/80	1.6, 1.7
20. Planned the agenda for the first meeting of the advisory committee	12/80	1.6, 1.7
21. Developed materials to be used for the first meeting. These included: handbook including the agenda, tasks, and materials needed to do the task, and background information.	12/80, 1/81	1.6, 1.7
22. Developed package to be used to gain input from regular education teachers. They included the goals and objectives of the curriculum and a questionnaire.	12/80, 1/81	1.6, 1.7
23. Conducted first meeting of teacher advisory committee.	1/81	1.7
24. Analyzed materials developed at Teacher Advisory committee.	1/81, 2/81	1.7
25. Revised and rewrote goals and instructional objectives of the units.	2/81	1.7
26. Scheduled second meeting of the Teacher Advisory Committee for March 10.	2/81	1.7
27. Sent letters to advisory committee members announcing the second meeting.	2/81	1.7

Accomplishments, Acitivities, Milestones, or Progress To Date	Month Date	Related Project Goals & Objectives
28. Began preparing materials and taks for the second teacher advisory committee.	2/81	1.7
29. Develop the self-instructional unit.	2/81	1.9
30. Begin development of a trainer's guide.	3/81	1.8
31. Develop guidelines for adapting the core curriculum for various handicapping conditions.	3/81	2.2

ACCOMPLISHMENTS FOR YEAR TWO

1. Contacted members of the teacher advisory committee regarding pilot testing the curriculum and recommendations for other sites.	7/81	3.0
2. Developed a procedure for identifying field test sites.	7/81	
3. Sent materials to teachers who will be pilot testing.	7/81	3.0
4. Solicited reviews of materials from appropriate other persons.	7/81 - 6/82	3.2
5. Contacted public and private schools in the metropolitan areas regarding procedures for field testing.	7/81, 8/81	3.0

Accomplishments, Activities, Milestones, or Progress To Date	Month Date	Related Project Goals & Objectives
6. Contacted youth organizations and persons knowledgeable about them regarding field test possibilities.	7/81, 8/81	3.0
7. Drafted proposals to be sent to school systems.	7/81, 8/81	3.0
8. Sent application to our list of schools and organizations.	9/81-2/82	3.0
9. Met with individuals and committees to discuss field test procedure and the curriculum.	9/81-6/82	3.0
10. Developed film, literature, human resource list for the curriculum.	7/81-6/82	
11. Analyzed and evaluated feedback from curriculum materials that came in from various professional.	7/81-6/82	3.2
12. Prepared materials for the inservice training workshops.	11/81, 12/81	3.1
13. Set dates for the inservice training workshops.	12/81	3.1
14. Arranged data and accommodations for the inservice training workshops.	12/81	3.1
15. Prepared the agenda.	12/81	3.1
16. Sent out appropriate communication to participants in the workshop.	12/91, 1.82	3.1

Accomplishments, Activities, Milestones, or Progress To Date	Month Date	Related Project Goals & Objectives
17. Conduct inservice workshops.	1/82-4/82	3.1
18. Evaluate inservice training workshops.		
19. Carry out follow-up communication to participants in the workshops.	12/81-4/82	3.1
20. Revise curriculum as indicated from the pilot testing and other evaluations.	2/82, 3/82	3.3
21. Develop a supplement to the curriculum that can be used in the final field test.	4/82, 5/82	3.4

ACCOMPLISHMENTS FOR YEAR THREE

Accomplishments, Activities, Milestones or Progress To Date	Month Date	Related Project Goals and Objectives
1. Revised evaluation instruments	7/82 - 9/82	4.0
2. Found additional facilities to field test	7/82 - 9/82	4.0
3. Completed inservice training for field test sites	9/82 - 10/82	4.0
4. Field tests began	11/82 - 6/83	4.1
5. Held follow-up meetings with field test personnel	11/82 - 6/83	4.2 & 4.3
6. Developed final field test forms	10/82 - 11/82	4.3
7. Prepared and disseminated articles, fact sheets, and abstracts	1/83 - 6/83	5.1
8. Presented workshops at conferences and conventions	12/83,2/83,4/83	5.1 & 5.2
9. Found printers for curriculum	5/83	5.3
10. Developed plan for publication and dissemination of the curriculum	4/83	5.3
11. Revised curriculum according to results of field test	3/83 - 6/83	5.3
12. Published curriculum	6/83	5.3

RESULTS OF FIELD TEST

Eight field tests were conducted during the third project year. Our proposal required 12 field tests, yet ACCD was unable to secure the four additional sites. Although three additional field test sites were found and committed, they decided not to field test. One of these had been committed in writing, by signing the Administrative and Teacher's Agreement forms. A great deal of correspondence was sent to the site when the commitment was made including all of the field test materials. This particular field test site did not inform us that a field test had not been conducted until the end of the project year despite the fact that ACCD had constantly kept in contact by mail.

Numerous programs and schools were contacted during the second and third years of the project, however, no matter how interested many teachers and administrators were, they were unable to secure permission from their Boards of Education to implement the field test. Several sites expressed interest in field testing after the third year, but it was explained that the project would end in June, 1983. They were informed that copies of the curriculum would be available for their use after the project ended. It was particularly difficult to get youth groups and general education programs to field test as they were unable to "fit" the curriculum into their existing programs.

The Model Secondary School for the Deaf, located in Washington, D.C. was one of ACCD's field test sites. They had a very enthusiastic group of teachers field testing different units of the curriculum. Four teachers taught three different units and four classes of students, some of whom had other disabilities in addition to deafness. These classes were part of different programs within the school and for the purposes of the project, were viewed as four separate field tests under the category of "separate facility," because of the major differences among classes, programs and disabilities. Another separate facility was the Frost Counseling Center which provided one field test class composed of emotionally disabled students, aged 14-19. Some of those students also had learning disabilities.

The following is a list of the different programs that field tested the advocacy curriculum. ACCD did not provide some identifiable information about the programs upon request of field test teachers. A form was sent asking teachers if ACCD could identify them and their school in the project publication and report. Some said they were willing to be identified in full, others requested that only some identifiable information be used (i.e., teacher's name, but not the name of the school). Every effort was made to respect the confidentiality of teachers, schools and students.

Field Test Sites

Separate Facility

(1) School: Model Secondary School for the Deaf
Location: Washington, D.C.
Program: Home Economics
Ages of Students: 17-19
Disabilities of Students: Hearing Impaired (1 student had additional disability)
Unit Taught: Housing

(2) School: Model Secondary School for the Deaf
Location: Washington, D.C.
Program: Life Adjustment Program
Ages of Students: 16-18
Disabilities of Students: Hearing Impaired, Learning Disabled
Unit Taught: Transportation

(3) School: Model Secondary School for the Deaf
Location: Washington, D.C.
Program: Life Adjustment Program
Ages of Students: 16-18
Disabilities of Students: Hearing Impaired, Learning Disabled
Unit Taught: Transportation

(4) School: Model Secondary School for the Deaf
Location: Washington, D.C.
Program: English Class
Ages of Students: 16-18
Disabilities of Students: Hearing Impaired
Unit Taught: Employment

(5) School: Frost Counseling Center
Location: Rockville, Maryland
Ages of Students: 14-19
Disabilities of Students: Emotionally Handicapped, Learning Disabled
Unit Taught: Transportation

Youth Groups

(6) School: Holly Center
Location: Salisbury, Maryland
Disabilities of Students: Learning Disabled, Orthopedically Disabled

Special Education Settings

(7) Teacher: Donna Evans
Location: Montgomery County, Maryland
Unit Taught: Advocacy in the Life Functioning System

(8) School: Fairfax High School
Location: Fairfax, Virginia
Program: Physically Handicapped Program
Units Taught: Advocacy in the Life Functioning System
Education
Employment
Recreation
Housing
Human & Social Services

Prior to each field test, individual meetings were held with teachers to review the materials to be used. Most of these teachers had also received inservice training, but the purpose of these individualized meetings was to find out exactly what needs each teacher had and what they would require of ACCD project staff. It also gave each teacher an opportunity to ask any questions they had and plan for their specific classes. Project staff also provided additional resources during these meetings that were geared to the specific needs of the programs and teachers.

Follow-up meetings were held during the project year with the field test teachers. This gave personnel an opportunity to review their procedures and needs in terms of the progress of the units they were teaching. ACCD staff also observed some of the classes that were field testing the curriculum. This gave staff a chance to see how teachers were modifying the materials or using creative mechanisms to teach concepts. Some of these experiences included observing a teacher giving the post-test in sign language for a specific unit; hearing a guest speaker; watching a lesson on transportation concepts; and, also, participating briefly in one of the lessons.

Field test teachers were required to comply with three specific requirements for evaluating the curriculum. These were to give a pre- and post-test to experimental and control groups; making detailed notes on their copy of the curriculum on what was or wasn't effective with their students; and completing a Unit Evaluation/Adaptation Form. While teachers did provide project staff with most of these materials at the end of their field test, some failed to give the pre- and post-test to control groups. This was unexpected as ACCD staff had provided both verbal and written instructions about this requirement. All experimental groups received pre- and post-tests; however, ACCD found some problems in using these results as evaluation criteria. This was due to the reading level of the tests being somewhat high for some of the students. Teachers had been advised to modify the tests to make them more appropriate for their students. Unfortunately, none of the teachers made extensive revisions. Some did select only those questions that were directly related to the objectives they taught and/or gave the test in a manner (i.e., sign language) that was appropriate for their students. When ACCD began the third project year and met with some of the field test teachers, project staff asked teachers to review materials and suggest the best way to present and improve the tests. We limited the number of alternative answers to the multiple choice tests to that suggested by teachers. In addition, extensive modifications were made according to suggestions by the field test teachers. Teachers were advised to make any necessary modifications as long as the same test was given both before and after the unit was taught.

The Unit Evaluation/Adaptations Form was developed to garner the reactions of field test teachers to the curriculum after completion of the unit they taught. Parts of the form, however, could be filled in during the field test if the teachers preferred to commence work on it. This form was developed to assist project staff in editing and revising the curriculum before final publication. The form asked teachers about the modifications or adaptations they might have created while teaching their particular unit. Some of the teacher developed materials were included in the final publication. Suggestions and comments were also incorporated into the curriculum.

CONCLUSION

The three year Advocacy Curriculum project was certainly one of ACCD's most rewarding projects. The ongoing interest of educators, parents, disabled people, and other individuals in the curriculum and its benefits to students was extremely encouraging. As noted earlier, there was widespread interest in the curriculum, however, many teachers were unable to receive permission to field test due to administrative restrictions.

The need for advocacy and advocacy training is evidenced by the overwhelming problems that confront disabled persons today. These problems are further compounded by the fact that most students do not learn advocacy skills in the classroom. Although there have been a number of training projects directed toward training disabled adults about their rights, a review of the literature and current projects does not reveal such an undertaking specifically directed to disabled students. It is, unfortunately, assumed that they do not need to know their rights until they are adults. ACCD believes advocacy means not only trying to obtain your rights, but also involves feeling good about yourself as a person, as a disabled person, and having a sense of self-worth.

Education is considered just one of the major areas in which advocacy training is critical for disabled students. P.L. 94-142 indicates that the student should be included in the development of the Individualized Education Program (IEP) when appropriate. However, there is little evidence of that actually happening. An aspect of advocacy education as it relates to the whole area of education for disabled students is to provide the student with certain basic information about the IEP in general.

Our field tests demonstrated that there is a need for an advocacy curriculum. One of the most repeated comments ACCD received was that the reading level was too high for the student population involved in the field tests. The reading levels of the students ranged from second grade to secondary grades. As a result, field test personnel were allowed to be fairly flexible with the material. Teachers would select the most appropriate units and objectives to teach. It was not cost effective for the project staff to create a variety of units at different reading levels. Some of the materials created by field test teachers were included in the curriculum to provide potential users with "guidelines" for modifying and developing different materials. It is necessary, however, to point out that the reading level of the curriculum _is_ appropriate for some students. It is _not_ appropriate for _all_ students.

Generally, teachers were most enthusiastic about the content and value of the advocacy curriculum. Many teachers were very creative with the materials, inviting guest speakers and developing quizzes and worksheets. Some of these materials are included in the advocacy curriculum.

Budgetary restrictions forced ACCD to conduct most field tests in the D.C., Virginia, and Maryland areas. A field test was to be conducted in Texas through correspondence, but near the end of the third year ACCD learned that curriculum was never implemented. Other out-of-state sites were contacted by mail, but limited resources made recruitment and follow-up difficult. With local sites, ACCD staff members were often invited to observe classes and see the curriculum in action, experiences that were immensely enjoyed by the project staff.

The Advocacy Curriculum not only made students more aware of their rights as disabled citizens, but also of their responsibilities. It gave them an opportunity to become more aware of the resources available to them outside of the school system, thus enhancing their ability to live independently as adults. ACCD concluded, however, that students were not the only beneficiaries of this project. Teachers also gained great benefits through increased awareness of the potential of their students and of disabilities. Many teachers had very little experience with the material contained in the curriculum. The feedback from teachers, the involvement of a wide variety of personnel, and the results of the field tests demonstrate the need for an Advocacy Curriculum and the development of the independent living skills of disabled students in the school system.

APPENDIX A

Project Abstract

AN ADVOCACY CURRICULUM FOR 9-12 GRADES

TOTAL CAREER DEVELOPMENT AND INDEPENDENT LIVING SKILLS FOR HANDICAPPED STUDENTS

Project Abstract

Dependency is a barrier to participation in society for many disabled individuals. Much of that dependency can be attributed to the lack of information people with disabilities have about their rights as disabled citizens and about the various systems they must use. The American Coalition of Citizens with Disabilities, Inc. (ACCD), a national umbrella advocacy organization composed of national, state and local organizations of and for disabled people, receives thousands of letters and telephone calls from disabled persons requesting information about the rights and services which should be available to them. ACCD believes that the schools should provide information to students with disabilities about these rights and the various services they will need to use.

For this three-year project, funded by the U.S. Department of Education, ACCD developed a curriculum Total Career Development and Independent Living Skills for Handicapped Students in grades 9-12. The curriculum has been designed to teach students their rights and responsibilities under recent legislation, the various systems they will need to use, and how to gain access to those systems. The systems that have been identified for the curriculum are education, employment, housing, transportation, human and social services, and recreation. The core curriculum, adaptable to a variety of settings and appropriate for students with different disabilities, will be available to public schools, private schools, institutions and agencies serving disabled students. The primary objectives for the project, now in its third year, are the following:

- to develop and produce an advocacy curriculum for handicapped students;
- to develop an inservice training program and materials to train various types of personnel to implement the advocacy curriculum;
- to implement, field test, and evaluate the advocacy curriculum, teacher, and student materials;
- to demonstrate that advocacy education will effectively contribute to the total career development and improve the independent living skills of handicapped individuals - both as students and adults; and
- to develop and implement effective strategies for optimum dissemination and utilization of the curriculum and materials.

There are three major components of this project. The first year involved the development of the curriculum materials and an inservice training package. During this period, competencies needed by disabled students to gain access to the various service systems were identified and materials to teach those competencies were developed. The second phase and year included the identification of field test sites and personnel. During this stage, teachers at the test sites were trained to implement the curriculum and a formal evaluation was conducted. During the third year, the advocacy curriculum will be field tested, final revisions made, and dissemination activities will be conducted.

Three volumes have been developed for the curriculum project and a fourth will be prepared during the third year. The three documents are the core Curriculum, a Trainer's Manual, and a Self-Instructional Module. An Adaptations Handbook will be developed during the field test phase of the project. The purpose of the Adaptations Handbook will be to demonstrate the various modifications that can be made to the curriculum for a variety of settings. All products will be revised as necessary at the conclusion of field testing.

For further information about this project, contact Jane Ann Razeghi or Harriet Loeb at the American Coalition of Citizens with Disabilities, Inc. (ACCD), 1200 15th Street, N.W., Suite 201, Washington, D.C. 20005. (202) 785-4265 (voice) or (202) 785-4341 (TDD).

APPENDIX B

Needs Assessment Survey and Results

TOTAL CAREER DEVELOPMENT AND INDEPENDENT LIVING SKILLS FOR HANDICAPPED STUDENTS

NEED ASSESSMENT SURVEY

SECTION I

Please check the appropriate space and fill in the blanks as indicated. Inclusion of your name on this form is optional.

1. NAME ______________________ CITY/STATE ____________________

2. To which of the following groups do you belong?

SEX: Male ___ Female ___ AGE: Under 21 ___ 21-35 ___ 36-50 ___
51-65 ___ Over 65 ___

RACIAL/ETHNIC: Black ___ White ___ Hispanic ___ Native-American ___
Asian-American ___

DISABILITY: Visual Impairment ___ Hearing Impairment ___ Speech Impairment ___ Orthopedic Impairment ___ Mental Retardation ___ Learning Disability ___ Health Impairment (Please specify) ___ Parent of Disabled Child (specify disability) ____________________

Age at onset of your disability ____________________

3. Check the levels of formal education in which you have participated:

Elementary _____ Junior High _____ High School _____ College _____
Other Post Secondary _____

4. In which setting did you receive your education:

Private School (PS), Public Mainstream (PM), Public Partially Mainstreamed (PPM), Special Classes (SC), Special School (SS).

Elementary ______________ Jr. High ________________
High School ______________ College ________________
Other ______________

Please return to: E. Jewell Ginyard at American Coalition of Citizens with Disabilities, 1200 15th Street, N.W., Suite 201
Washington, D.C. 20005.

BELOW IS A LIST OF COMPETENCIES THAT HAVE BEEN IDENTIFIED AS IMPORTANT TO HANDICAPPED INDIVIDUALS IN BEING ABLE TO GAIN ACCESS TO THE MANY SYSTEMS THEY MUST USE AS AN ADULT. PLEASE INDICATE THE IMPORTANCE OF EACH COMPETENCY TO THE STUDENT AND AT WHAT LEVEL THEY SHOULD MASTER EACH ONE. USE THE FOLLOWING CODE OR CODES:

ELEMENTARY = E; JUNIOR HIGH = J; HIGH SCHOOL = H; AFTER HIGH SCHOOL = A

SYSTEM	COMPETENCIES (KNOWLEDGE/ SKILL)	Essential	Important	Useful	Unnecessary	Level
E D U C A T I O N	Understanding of the basic components of P.L. 94-142					
	Understanding of the basic components of P.L. 94-482					
	Understanding of the basic components of P.L. 93-112 Section 504					
	Understanding of the function of the Individualized Education Plan					
	Awareness of various Supplementary Services					
	Understanding of the Concept of Least Restrictive Environment					
	Understanding of the "Due Process" Provision of 94-482					
	Awareness of the training Options in Vocational Education					
	Awareness of Extra Curricular Activities in the Educational System					

SYSTEM	COMPETENCIES (KNOWLEDGE/ SKILL)	Essential	Important	Useful	Unnecessary	Level
EDUCATION CONTD.	Awareness of Successful Disabled Persons					
	Awareness of Support in Higher Education Programs					
	Other					
VOCATIONAL REHABILITATION:	Knowledge of services provided by vocational rehabilitation					
	Awareness of the Following: Evaluation for Rehabilitation Potential					
	Awareness of counseling, guidance, referral, placement services					
	Awareness of vocational and training services					
	Awareness of Physical and mental restoration services					
	Maintenance Awareness (financial assistance) while in training					
	Awareness of Recruitment and Training Services					
	Awareness of Transportation Services					

SYSTEM	COMPETENCIES (KNOWLEDGE/ SKILL)	Essential	Important	Useful	Unnecessary	Level
VOCATIONAL REHABILITATION CONTD.	Awareness of equipment, tools, supplies					
	Other					
EMPLOYMENT	Understanding of P.L. 93-112 Section 504					
	Understanding of P.L. 93-112 Section 503					
	Awareness of Comprehensive Employment Training Act (CETA)					
	Awareness of Employment and Training Options under CETA					
	Awareness of right to Equality in hiring practices					
	Awareness of right to Equality in promotions					
	Awareness of right to Equality in wages and salaries					
	Understanding of reasonable accommodations					
	Understanding of the concept of job redesign					

SYSTEM	COMPETENCIES (KNOWLEDGE/ SKILL)	Essential	Important	Useful	Unnecessary	Level
EMPLOYMENT CONTD.	Awareness of job modification techniques					
	Awareness of non-discrimination in transfers turnovers					
	Understanding of the concept of reasonable accommodations					
	Other					
TRANSPORTATION	Awareness of the right to accessible transportation					
	Awareness of the right to accessible public transportation					
	Awareness of right to commercial transportation					
	Awareness of accessibility techniques used on buses					
	Awareness of the range of modifications that can be made on vehicles					
	Awareness of alternative methods used for accessible public transportation					
	Other					

SYSTEM	COMPETENCE (KNOWLEDGE/ SKILL)	Essential	Important	Useful	Unnecessary	Level
HOUSING	Knowledge of P.L. 93-383 Housing and Community Dev. Act					
	Understanding of Section 8 Housing Assistance Plan					
	Awareness of the equal right to rent or buy living units					
	Awareness of federal assistance for community facilities for disabled persons					
	Other					
SOCIAL SERVICES	Awareness of services provided by Social Service					
	Awareness of assistance in finding housing					
	Awareness of meal planning, shopping, and nutrition services					
	Awareness of homemaking and housing service					
	Awareness of volunteer visiting service					
	Awareness of assistance in obtaining health care					

SYSTEM	COMPETENCE (KNOWLEDGE/ SKILL)	Essential	Important	Useful	Unnecessary	Level
SOCIAL SERVICES CONTD.	Awareness of referral for jobs, counseling, training					
	Other					
MEDICAL	Awareness of the equal right to medical service					
	Awareness of medicare insurance for persons receiving SSI					
	Awareness of medicaid for persons receiving welfare payment, SSI, needy, blind					
	Other					
RECREATION	Awareness of right to participate in recreational activities					
	Awareness of right to accessible recreational facilities					
	Awareness of special recreational centers for disabled					
	Awareness of funds for development of recreational centers for disabled					

SYSTEM	COMPETENCIES (KNOWLEDGE/ SKILL)	Essential	Important	Useful	Unnecessary	Level
ALL SYSTEMS	Skill in finding information					
	Skill in asking for service					
	Skill in negotiating with officials					
	Skill in filing a complaint					
	Skill in getting legal support					
	Other					

SYSTEM	COMPETENCE (KNOWLEDGE/ SKILL)	Essential	Important	Useful	Unnecessary	Level
SOCIAL SERVICES CONTD.	Awareness of referral for jobs, counseling, training					
	Other					
MEDICAL	Awareness of the equal right to medical service					
	Awareness of medicare insurance for persons receiving SSI					
	Awareness of medicaid for persons receiving welfare payment, SSI, needy, blind					
	Other					
RECREATION	Awareness of right to participate in recreational activities					
	Awareness of right to accessible recreational facilities					
	Awareness of special recreational centers for disabled					
	Awareness of funds for development of recreational centers for disabled					

SYSTEM	COMPETENCIES (KNOWLEDGE/ SKILL)	Essential	Important	Useful	Unnecessary	Level
ALL SYSTEMS	Skill in finding information					
	Skill in asking for service					
	Skill in negotiating with officials					
	Skill in filing a complaint					
	Skill in getting legal support					
	Other					

NEEDS ASSESSMENT SURVEY SUMMARY

SEX

Male: 14

Female: 10

AGE

Under 21	21 - 35	36 - 50	51 - 65	Over 65
	12	8	3	

RACIAL/ETHNIC

Black	White	Hispanic	Other
4	18	1	

DISABILITY

Visual Impairment	Hearing Impairment	Speech Impairment	Orthopedic Impairment
2	3	2	15

Mental Retardation	Learning Disability	Health Impairment (Please specify)	Parent of Disabled Child (Please specify)
	1	3	3

Age at onset of your disability

Birth = 9 6 mo. = 1 3 = 1 8 = 1 10 = 2 15½ = 1 16 = 2 22 = 2 36 = 1 37 = 1 50 = 1 55 = 1

EDUCATION

Elementary	Junior High	High School	College	Other Post Secondary
19	17	20	17	7

EDUCATION SETTINGS

	Private	Public Mainstream	Public Partially Mainstreamed	Special Classes	Special School
Elementary	4	14		3	3
Junior High	2	11	1	1	
High School	5	15	1		3
College	4	12			1
Other Post Secondary	2	3			1

RESULTS OF NEED ASSESSMENT SURVEY

SYSTEM	COMPETENCIES (KNOWLEDGE/ SKILL)	Essential	Important	Useful	Unnecessary	Level
EDUCATION	Understanding of the basic components of P.L. 94-142	16	5	4	0	0
	Understanding of the basic components of P.L. 94-482	11	7	3	1	0
	Understanding of the basic components of P.L. 93-112 Section 504	14	5	3	1	0
	Understanding of the function of the Individualized Education Plan	12	8	4	0	0
	Awareness of various Supplementary Services	10	12	3	0	0
	Understanding of the Concept of Least Restrictive Environment	13	13	0	0	0
	Understanding of the "Due Process" Provision of 94-482	11	13	0	0	0
	Awareness of the training Options in Vocational Education	16	9	2	0	0
	Awareness of Extra Curricular Activities in the Educational System	14	10	2	0	0

SYSTEM	COMPETENCIES (KNOWLEDGE/ SKILL)	Essential	Important	Useful	Unnecessary	Level
EDUCATION CONTD.	Awareness of Successful Disabled Persons	14	12	2	0	0
	Awareness of Support in Higher Education Programs	16	11	1	0	0
	Other **Knowledge that education is a right total integration**	2	1	0	0	0
VOCATIONAL REHABILITATION	Knowledge of services provided by vocational rehabilitation	19	8	2	0	0
	Awareness of the Following: Evaluation for Rehabilitation Potential	14	9	4	0	0
	Awareness of counseling, guidance, referral, placement services	19	8	2	0	0
	Awareness of vocational and training services	18	16	3	0	0
	Awareness of Physical and mental restoration services	13	12	3	0	0
	Maintenance Awareness (financial assistance) while in training	14	13	0	0	0
	Awareness of Recruitment and Training Services	13	10	4	0	0
	Awareness of Transportation Services	18	6	2	0	0

SYSTEM	COMPETENCIES (KNOWLEDGE/ SKILL)	Essential	Important	Useful	Unnecessary	Level
VOCATIONAL REHABILITATION CONTD.	Awareness of equipment, tools, supplies	13	9	7	0	0
	Other Awareness of joint agreements to support training	1	0	1	0	0
EMPLOYMENT	Understanding of P.L. 93-112 Section 504	15	7	3	0	0
	Understanding of P.L. 93-112 Section 503	15	7	0	0	0
	Awareness of Comprehensive Employment Training Act (CETA)	12	11	3	0	0
	Awareness of Employment and Training Options under CETA	12	9	5	0	0
	Awareness of right to Equality in hiring practices	22	6	0	0	0
	Awareness of right to Equality in promotions	19	8	0	0	0
	Awareness of right to Equality in wages and salaries	22	5	2	0	0
	Understanding of reasonable accommodations	16	6	0	0	0
	Understanding of the concept of job redesign	15	7	3	0	0

SYSTEM	COMPETENCIES (KNOWLEDGE/ SKILL)	Essential	Important	Useful	Unnecessary	Level
EMPLOYMENT CONTD.	Awareness of job modification techniques	17	6	4	0	0
	Awareness of non-discrimination in transfers turnovers	15	6	4	0	0
	Understanding of the concept of reasonable accommodations	17	8	2	0	0
	Other Awareness of complaint procedures	1	0	0	0	0
TRANSPORTATION	Awareness of the right to accessible transportation	17	9	2	0	0
	Awareness of the right to accessible public transportation	16	10	0	0	0
	Awareness of right to commercial transportation	14	9	4	0	0
	Awareness of accessibility techniques used on buses	12	7	7	0	0
	Awareness of the range of modifications that can be made on vehicles	11	12	4	0	0
	Awareness of alternative methods used for accessible public transportation	11	10	6	0	0
	Other Awareness of how to effectively use accessible public transportation system/	1	0	0	0	0

SYSTEM	COMPETENCE (KNOWLEDGE/ SKILL)	Essential	Important	Useful	Unnecessary	Level
HOUSING	Knowledge of P.L. 93-383 Housing and Community Dev. Act	11	7	7	0	0
	Understanding of Section 8 Housing Assistance Plan	10	14	3	0	0
	Awareness of the equal right to rent or buy living units	14	10	3	0	0
	Awareness of federal assistance for community facilities for disabled persons	12	10	4	0	0
	Other					
SOCIAL SERVICES	Awareness of services provided by Social Service	16	10	3	0	0
	Awareness of assistance in finding housing	13	12	3	0	0
	Awareness of meal planning, shopping, and nutrition services	13	8	6	0	0
	Awareness of homemaking and housing service	14	10	5	0	0
	Awareness of volunteer visiting service	10	8	8	0	0
	Awareness of assistance in obtaining health care	15	9	3	0	0

SYSTEM	COMPETENCE (KNOWLEDGE/ SKILL)	Essential	Important	Useful	Unnecessary	Level
SOCIAL SERVICES CONTD.	Awareness of referral for jobs, counseling, training	15	9	3	0	0
	Other					
MEDICAL	Awareness of the equal right to medical service	21	6	0	0	0
	Awareness of medicare insurance for persons receiving SSI	15	8	2	0	0
	Awareness of medicaid for persons receiving welfare payment, SSI, needy, blind	16	9	0	0	0
	Other Awareness of one's own medical needs	1	0	0	0	0
RECREATION	Awareness of right to participate in recreational activities	19	6	2	0	0
	Awareness of right to accessible recreational facilities	17	8	2	0	0
	Awareness of special recreational centers for disabled	14	10	2	0	0
	Awareness of funds for development of recreational centers for disabled	11	6	5	2	0

SYSTEM	COMPETENCIES (KNOWLEDGE/ SKILL)	Essential	Important	Useful	Unnecessary	Level
ALL SYSTEMS	Skill in finding information	24	4	3	0	0
	Skill in asking for service	22	3	3	0	0
	Skill in negotiating with officials	18	6	0	0	0
	Skill in filing a complaint	17	7	2	0	0
	Skill in getting legal support	20	7	0	0	0
	Other How to choose legal counsel	1	0	0	0	0
	Knowledge of one's rights and the need to advocate for them	1	0	0	0	0

APPENDIX C

Teacher Advisory Committee Task Sheets

TASK 1: To develop instructional activities for the identified instructional objectives.

BACKGROUND: Competencies for this curriculum have been identified and prioritized through the administration of a needs assessment survey. Respondents were made up of disabled adults representing both sexes, various age groups, racial and ethnic groups, handicapping conditions and educational backgrounds. The project staff have translated those competencies into units that contain the goals for the unit and the instructional objectives for each goal. The next step in this process is to develop instructional activities for each instructional objective.

ACTIVITY:

1. Select a recorder from your group.
2. List the unit name, goal and objective on the lesson plan sheet.
3. Read the goal and instructional objective.
4. Determine what information and skills students need to achieve the objective.
5. Brainstorm with your group about possible activities.
6. Check factsheets or resource materials for content information.
7. Recorder will write activities as the group provides direction.
8. Use the following criteria as a guide for developing your activities. Not all activities will meet all 9 criteria.

CRITERIA:

1. Is the student actively involved?
2. Is the activity applicable to the average school setting?
3. Does the activity reinforce previous objectives?
4. Does it allow for parent and consumer (disabled adutls) involvement?
5. Is the length of the activity reasonable?
6. How much teacher preparation time is needed?
7. Is there a variety of activities for each lesson or unit?
8. Are the activities appropriate for 9-12 grades?
9. Is the activity flexible enough to be used in a regular class and in a special education class?

ACTIVITIES INCLUDE:

- Discussion topics
- Debates
- Role playing sessions
- Worksheets
- Interviews
- Simulations
- Surveys of Programs Facilities
- Paper & Pencil Games
- Puzzles
- Individual & Group Projects
- Field Trips

TASK 2: Gain input from regular education classroom teachers on the appropriateness of this curriculum for student in regular classes.

BACKGROUND: Some of the content in this curriculum is being taught in various subject areas in the public school curriculum. For instance, the civil rights laws are included in the U. S. History and Government classes for secondary students. This could be a place to integrate the civil rights laws part of this curriculum.

ACTIVITY:

1. Select at least two regular classroom teachers whom you think might be interested in reviewing these materials.

2. Try to select teachers whose classes might have some relevance to the curriculum content.

3. Share with them the package prepared for Regular Education Teacher Review.

4. Inform them that if they are willing to review the materials and complete the attached form, their names will be acknowledged in the final product.

5. Either mail the completed forms and other materials to ACCD or bring them to the next meeting.

SPECIFIC TASKS
TEACHER ADVISORY COMMITTEE MEETING II
MARCH 10, 1981

The purpose of this meeting is to engage the participants in reviewing curriculum materials that have been developed and revised, developing and expanding curriculum materials and initiating the field testing of parts of the curriculum materials.

TASK 1 — To evaluate the appropriateness of the instructional objective to the various handicapping conditions.

BACKGROUND: The goals and objectives for each unit in the curriculum have been revised since the last meeting. The revisions included the following process: (1) the goals and objectives were worded consistently for each unit, (2) the objectives for each goal were listed sequencially, (3) the staff checked the goals and objectives for compatibility.

ACTIVITY:

1. Select the group in which you wish to work.
2. Select a recorder for your group.
3. List the name of the unit and the goal and objective number at the top left corner of the Goal and Objective Review Form.
4. Read the goal.
5. Read each objective and check the handicapping condition for which you feel the objective is not appropriate.
6. Write a modified objective for those handicapping conditions checked when appropriate.

TASK 2 — To evaluate the effectiveness of the instructional activities and the appropriateness of the activities for various handicapping conditions.

BACKGROUND: The instructional activities that were developed at the first Teacher Advisory Committee meeting were reviewed, catagorized and systematically applied to a sample unit (Housing) by the project staff. All the activities developed by each group for goal 1, objective 1 were placed under goal 1, objective 1 in the sample unit.

That process was used for each objective. When the unit was completed, the staff reviewed and evaluated the unit for appropriateness for the objective, and clarity. The sample unit was then used to develop the remaining units by adjusting the wording of the activities to the individual units.

ACTIVITY:

1. Break into groups.
2. Select a recorder.
3. List unit name and goal and objective number at the top left corner of the Instructional Activity Review Form.
4. List the activity number in the first column.
5. Read the objective.
6. Place an R in the space under clarity if the activity is not clear.
7. Place an X in the 3rd column if you think the activity is not appropriate for the objective.
8. Check the handicapping condition for which you feel the activity is not appropriate.
9. Modify or write an appropriate activity for person with that handicapping condition.

TASK 3

To develop measurement criteria for each instructional objective

BACKGROUND: An important component of the individual lessons for this curriculum is the measurement criteria. What measurement techniques can be used to determine if the student has achieved the objective? Use the steps below to develop measurement criteria for the sample unit.

ACTIVITY:

1. Select a recorder for your group.
2. Use the paper on your table to develop the activities.

3. Write the number of the instructional objective at the top of the page.

4. Review the objective and the instructional activities with your group.

5. List a range of measurement techniques.

TASK 4

To test sample lessons from the curriculum with students.

BACKGROUND: The curriculum materials that have been developed to this point have been reviewed by professionals working with disabled students and some regular educators. Input is now needed on the effectiveness of the materials with students. The following activities are designed to field test selected samples of the curriculum with various student populations. Goal 1, objective 1 and activities for that objective will be used as the sample lessons.

ACTIVITY:

1. Select the unit you wish to test.

2. Determine the preparation you will need for the lesson.

3. Determine the resources you will need.

4. Select activities from the list that you will use to teach the lesson.

5. Complete the evaluate form as it relates to the unit you teach.

Specific Tasks
The Teacher Advisory Committee
April 6, 1981

TASK 1

To develop teaching preparation techniques and evaluation questions for the instructional activities in the Housing Unit.

BACKGROUND: After reviewing and examining the learning activities developed by the teacher advisory committee and project staff, it became evident that many of the activities needed more clarity and directions. This activity is designed to provide more clarity and direction through developing specific teaching strategies for each activity. (see sample lesson plans)

SUGGESTED PROCEDURE:

1. Divide into groups of two.
2. Decide who will serve as recorder
3. Using the form provided, fill in the following information:
   - o Unit name
   - o Goal, objective, activity, i.e. 1.1.2
4. Read the activity
5. List steps and considerations for carrying out the activity
6. List evaluation questions or methods

The purpose of this meeting is to engage the participants in activities to further develop the materials for this curriculum.

TASK II

To develop guidelines and teaching strategies for instructing students with various handicapping conditions.

BACKGROUND: This core curriculum has been designed for students with the average ability to learn. With various modifications to the activities it can be used with students with various handicapping conditions. This curriculum will include some guides to modifying materials for students with various handicapping conditions. The purpose of this activity is to develop tips and guidelines for modifying for those various handicapping conditions.

SUGGESTED PROCEDURE:

1. Group according to the type of students you work with or have expertise in teaching.
2. Select a person in the group to serve as the recorder.
3. Compile the list of strategies and guidelines you have found effective in working with the various students.

APPENDIX D

Sample Inservice Training Workshop Agenda

INSERVICE TRAINING WORKSHOP I
MARRIOTT HOTEL, WASHINGTON, D.C.
February 16, 1982

AGENDA

I. INTRODUCTION

- o Comments - Reese Robrahn, Executive Director
  - Jane Ann Razeghi, Project Director
- o Administration of ATDP - Ann Gibbs

II. PROJECT OVERVIEW

- o Conceptualization of the project - Jane Ann Razeghi
- o Development of the Curriculum Package - Jewell Ginyard

BREAK

III. Advocacy and the Systems

- o Discussion
- o Role play activities

IV. Field-Test Procedure - Jewell Ginyard

V. Wrap-Up

- o Follow-up activities
- o Reimbursement - Annemarie Mullane
- o Evaluations

DINNER

INSERVICE TRAINING WORKSHOP
Salisbury, Maryland
May 28, 1982

9:30 - 9:45 a.m.	Introduction	Jewell Ginyard
	o Goals & Objectives o Introduction of ACCD Staff o Housekeeping	
9:45 - 10:00 a.m.	Project Overview	Jane Ann Razeghi
10:00 - 10:45 a.m.	Discussion "Why Advocacy for Handicapped Individuals"	
10:45 - 12:15 p.m.	Panel Discussion:	
	o Civil Rights for Handicapped People	Reese Robrahn
	o Education and Employment Training	Jane Ann Razeghi
	o Transportation Rights for Handicapped Individuals	Kelly Parrish
12:15 - 12:30 p.m.	Reaction to the Panel	
12:30 - 1:30 p.m.	LUNCH	
1:30 - 2:15 p.m.	Panel Discussion:	
	o Recreation	Kelly Parrish
	o Housing	Jewell Ginyard
	o Social and Human Services	Reese Robrahn
2:15 - 2:30 p.m.	Reaction to the Panel	
2:30 - 3:00 p.m.	Film "A Different Approach"	
3:00 - 3:15 p.m.	BREAK	
3:15 - 4:00 p.m.	Group Activities	
	o Role Play o Case Study Analysis	
4:00 - 4:30 p.m.	Group Sharing	
4:30 - 5:00 p.m.	Wrap-Up	

APPENDIX E

Content and Design Review Form

TOTAL CAREER DEVELOPMENT AND INDEPENDENT LIVING SKILLS CONTENT AND DESIGN REVIEW I

Please assist us in the development of this curriculum by providing us with feedback on the effectiveness of the lesson design and context.

NAME: ______________________________
(optional)

SCHOOL/ORGANIZATION: ______________________

POSITION: ___________________________

WORK WITH HANDICAPPED STUDENTS? _______________

WHAT HANDICAPPING CONDITION? _________________

Rate each lesson according to the following criteria:

(1) Appropriateness of the activity to the objective

(2) Usefulness of the instructional procedure to the user in planning and carrying out the activity

(3) The effectiveness of the evaluation questions in measuring the students' responses to the activity

Use the following rating scale:

5	4	3	2	1
High				Low

Objective Activity	Appropriateness of Activity	Instructional Procedure	Evaluation	Comments

APPENDIX F

Data and Agreement Forms Completed by Field Test Personnel

BEST COPY AVAILABLE

American Coalition of Citizens with Disabilities Inc.

1200 15th Street, N.W.
Suite 201
Washington, D.C. 20005

(202) 785-4265
785-4341 (TTY)

Reese Robrahn
Director

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Joseph Veisz

Ralph H. White

AGREEMENT FORM

(Teacher)

I am pleased to participate in field testing the curriculum, An Advocacy Curriculum (9-12) For Total Career Development And Independent Living Skills For Handicapped Students. I have read the "Roles and Responsibilities for Participants" and understand my responsibility in carrying out the field test.

____
Teacher

____
Date

American Coalition of Citizens with Disabilities Inc.

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T. Alan Hurwitz
Cass Irvin
Joyce A. Jackson
Deborah Kaplan
Durward McDaniel
Edward V. Roberts
Joseph Veisz
Ralph H. White

AGREEMENT FORM
(Administrative)

I am pleased to have ______________________________
Name of School / Program

participate in field testing the curriculum, An Advocacy Curriculum (9-12) For Total Career Development And Independent Living Skills For Handicapped Students. I have read the "Roles and Responsibilities of Participants" and understand the responsibilities of my staff in carrying out the field test.

____
Principal / Director

____
Date

AN ADVOCACY CURRICULUM (9-12) FOR TOTAL CAREER DEVELOPMENT AND INDEPENDENT LIVING SKILLS

Roles and Responsibilities of Participants

1. The school and ACCD staff will work together in implementing the curriculum.

2. The school will be listed as a participant in the field test experiment in reports and other publications for dissemination.

3. Personnel in the field test sites will be expected to test the agreed upon units.

4. Field test teachers will review and evaluate the curriculum materials.

5. Field test teachers will be responsible for administering the pre- and post-test to students in the field test groups.

6. ACCD staff will provide all instructional materials needed to implement the curriculum.

7. Technical assistance will be provided by the ACCD staff for the duration of the project.

8. A copy of the curriculum will be contributed to the school.

CLASSROOM SETTING

DESCRIPTION

Name of Teacher ____

School ________________________ County ____________________

Address ____

City ___________________________ State ____________________

Type of Class or Program ___________________________________

____

Length of Class Meeting ____________________________________

How often Class meets?______________________________________

Name and Role of Support Personnel _________________________

____

What additional support staff is available? Parent Volunteer ________

____

Student Volunteer ____

Other ____

Instructional aid and equipment available:

__________________ __________________ __________________

__________________ __________________ __________________

__________________ __________________ __________________

__________________ __________________ __________________

__________________ __________________ __________________

__________________ __________________ __________________

TEACHER BACKGROUND

DATA FORM

Name ____________________ Date ____________ City ______________

County ______________ State __________ School ______________

Address ____

Phone: [Office] ____________________ [Home] ______________

Education ______________ Degree __________ Subject area __________

____________ Other area of expertise ________________________

Years of teaching __________ Years of teaching in this school ________

Check the setting in which you teach:

Self contained ________________ Resource room ______________

Integrated ____________________ Residential ________________

Other ____

If other, explain ____

____

Indicate the type of students with which you have worked:

Nondisabled	_____	Learning Disabled	_____
Mildly Mentally Retarded	_____	Educable Mentally Retarded	_____
Hearing Impaired	_____	Visually Impaired	_____
Orthopedically Impaired	_____	Emotionally Impaired	_____

List support personnel available to you ______________________

____

____

List any special support or accommodations needed to implement the curriculum

____

____

Have you participated in a pilot test before? ________________

STUDENT DATA SHEET

NAME OF TEACHER ______________________________

SCHOOL ____________ ADDRESS ____________

____________ CITY ____________ STATE ____________

COUNTY ____________ PHONE ____________

NUMBER OF STUDENTS ____________

Complete the information on each student in your class.

Student Name or Number	Age	Disability	Academic Level	Additional Information

CURRICULUM DATA FORM

Name of teacher:

School:

Number of students:

Grade Level:

How many days a week does class meet?

For how long?

Will you teach the entire curriculum?

If no, please specify the units you will teach:

Why were these units selected?

When do you expect to teach the advocacy curriculum?

From: To:

Is there any way in which you think ACCD can assist you?

APPENDIX G

Field Test Plan

FIELD TEST PLAN

I. BACKGROUND INFORMATION

Research indicates that dependency among disabled individuals is one factor in the inflation problems in this country. The cost of dependency in 1970 exceeded $114 billion and expected to reach $210 billion by the 80s according to Frank Bowe, author of Rehabilitating America.

Many factors account for the dependency among disabled individuals. Lack of employment opportunities and training is one of the most significant factors. The following statistics will illustrate the point: only 40% of the adult disabled population is employed as compared to 74% of the nondisabled population; 85% of those disabled individuals employed earned less than $7,000 per year and 52% earned less than $2,000 per year; 50% of all U.S. residents who do not participate in the labor force are disabled; 76% of all disabled women are unemployed. Some type of intervention is needed to eliminate the burden caused by dependency and to replace it with a plan that develops the potential of disabled citizens.

ACCD believes that one way to eliminate dependency and develop the resources of disabled individuals is to provide them with training on how to gain access to the various systems. Those systems include employment, transportation, housing, education, recreation, and human and social services. Access and use of all the systems are important for the independence of an individual because of the interdependence of one system on the other.

A structure is in place in American Society to bring about the independence and integration of all citizens into the mainstream of society. Legislation exists that provides for the inclusion and integration of disabled persons into all the systems. The problem is that many disabled individuals are not aware of that legislation and do not have the advocacy skills needed to acquire the services they need. ACCD receives thousands of phone calls and letters from disabled individuals requesting information about services which should be available to them. They want to know what their rights are in relation to various systems and how to go about gaining access to them. A review of the literature reveals that there are few projects or programs that exist to teach these skills and competencies to disabled individuals prior to their leaving the public education system. In recognition of a need for advocacy training for disabled youth, ACCD submitted a proposal to the U.S. Office of Special Education to develop an advocacy training curriculum. The curriculum described in this proposal represents the product that resulted from the proposal.

II. RESEARCH AND DESIGN

The purpose of the field test is two-fold. It will evaluate the effectiveness of the curriculum materials in meeting the identified goals and measure the impact of the curriculum on the student samples. To achieve the first goal, feedback will be obtained from educators and other personnel in the field test sites. They will complete various feedback forms reporting the effectiveness of the curriculum in meeting the stated goals, the usability of the materials for the intended audience and the accuracy of the information provided. Participants will be encouraged to make recommendations for specific changes, i.e., additions or deletions which should be made prior to the publication of an Adaptations Handbook. The formative evaluation procedures begun in Year I and

II will continue after prototype and expert reviews of the deliverable products.

The second goal, to determine the impact of the curriculum on the student samples, will be achieved by taking students through various units of the curriculum. The four settings in which the curriculum will be field tested are self-contained special education classrooms, integrated regular and vocational education programs, residential settings, and youth organizations. Twenty-four groups of students will participate in the field test of the curriculum. Twelve groups will be pre-tested, instructed using the curriculum, and post-tested after instruction. Twelve groups will be pre-tested and post-tested but will not receive advocacy instruction during the field test.

III. RESEARCH INSTRUMENTS

Two types of data collection instruments will be utilized during this evaluation process. The data feedback forms will be used to evaluate the effectiveness of the curriculum. These instruments will be used by teachers and other personnel in the field test sites. The second type of instrument that is used is the pre- and post-test. These tests will be used with all students involved in the field test. Since the units in the curriculum were designed to be used independently, pre- and post-tests are being developed for each unit.

IV. SAMPLING

Twenty-four groups of students in 4 educational settings will be used in the field test. An experimental and control group will be used for field test sites. The characteristics of those groups and the individuals within them will vary widely. Students in the special education self-contained and residential settings will be composed of all disabled students. Students in the youth organizations and integrated vocational education classes may include disabled and nondisabled students. Various disabilities will be included in many samples. The size of the group, characteristics of the students and the experience of the personnel in the groups will vary according to the setting.

V. DATA COLLECTION

Collecting data during the field test involves the ACCD staff, personnel at the field test sites and students as well. The teachers will be given data feedback instruments and will receive instructions on how to use them. In addition, informal feedback will be solicited from teachers and students on the effectiveness and usability of the materials at informal meetings. The feedback will be used by the project staff as a basis for revising the materials and developing the Adaptations Handbook following the field test. Teachers and personnel at the test sites will assume the major responsibility for collecting the data. Technical assistance and materials will be provided by the staff.

VI. DATA ANALYSIS

Analyzing the data from the field test of this curriculum is the sole responsibility of the project staff. The process used for the analysis will vary according to the type of data that is collected. The data from the feedback forms will be used to revise the curriculum and develop the Adaptations Handbook. Each suggestion will be considered individually by our staff and revisions will be made accordingly. Analysis of the data from the field test will be carried out by ACCD staff. A comparison will be made of the scores on the pre- and post-tests of students in the experimental and control groups.

APPENDIX H

Field Test Directions

FIELD TESTING DIRECTIONS

AND

OTHER INFORMATION

ACCD is using three procedures for evaluation. They are as follows:

1. Indicate on the curriculum (copies will be provided) what does or doesn't work, and/or problems with specific lessons or areas of the unit. Please refer to the appropriateness of the material for students for varying reading levels and disabilities. Do not identify students by name. Assign numbers or letters (i.e., Student #5 or Student C) that will be used consistently throughout the field test phase.

2. Pre-Test and Post-Test: The pre- and post-tests should be given to both the experimental and control groups prior to and after implementation of the unit you are teaching. We have asked each field test site to try and come up with a similar class or group of students which can serve as the "control" group. They receive the pre- and post-tests, but not the curriculum. More information will be sent to you after we learn which unit you will be teaching.

3. Near or at the end of the field test phase you will be asked to complete a Unit Evaluation/Adaptations Form. This will include specific information regarding modifications of the curriculum for students with different disabilities; ways of adapting the units for varying levels; and suggestions for teaching strategies from field test personnel. Basically, this is information you probably noted during the implementation of the curriculum.

ACCD wishes to maintain confidentiality of students. It is stressed that you not provide student names or identifiable information. Rather, we prefer you use numbers or alphabetical letters when discussing a particular student. We do, however, hope that you will be able to use those numbers or letters consistently throughout the field test phase. In other words, student #1 on the pre-test will be the same student (#1) on the post-test. A form is enclosed to assist you in this effort. It is for your use only. When completing the student data sheet, do not use the names of students.

The pre- and post-tests should be given to both an experimental and control group. They will be sent to you when we know which unit will be taught. The group that will be using the advocacy curriculum should be given the test prior to and after implementation of the selected unit. The test should also be given to another class (not using the curriculum) that is similar in disabilities, grades, and reading level, if possible. The control group should be tested the same time that your class (field testing the curriculum) is tested. This gives us a basis for comparison when evaluating the effectiveness of that particular unit. All tests should be returned to ACCD at the completion of the field test.

At or near the end of field testing of the curriculum, ACCD will develop a fourth volume of the curriculum. This volume, the Adaptations Handbook, will include suggestions from teachers on modifying the curriculum for students of varying reading levels and disabilities; copies of some of the material developed by field test personnel; teaching strategies; and additional resources. Teachers and/or schools will be acknowledged for their contribution to the curriculum.

We will be giving or sending you a copy of the unit you will be teaching so that you can note what you have used, modified, what works, what doesn't work, and other pertinent evaluation information. This copy will be returned to ACCD when you complete the unit.

APPENDIX I

Form Developed to Assist Teachers in Maintaining Student Confidentiality

ADVOCACY CURRICULUM

Field Test Site ____________________ Teacher's Name ____________________

Student's Name	Student #
	1
	2
	3
	4
	5
	6
	7
	8
	9
	10
	11
	12
	13
	14
	15
	16
	17
	18
	19
	20
	21
	22
	24
	25

APPENDIX J

Self-Instructional Unit
Review Forms

AMERICAN COALITION OF CITIZENS WITH DISABILITIES
SELF-INSTRUCTIONAL UNIT
TEACHER REVIEW

NAME ____

SCHOOL ____

PART I: Please answer the following questions about the unit using the scale 6 (Yes, very much) to 1 (No, not at all). Circle the number which most closely corresponds to your response. Please feel free to add any comments which may clarify your evaluation.

		Yes, very much			No, not at all		
1.	Is the material appropriate to your needs as a teacher?	6	5	4	3	2	1
2.	Is the material appropriate to students' needs?	6	5	4	3	2	1
3.	Can the material be used by a student working independently?	6	5	4	3	2	1
4.	Is the material practical for use?	6	5	4	3	2	1
5.	Is the material clear and understandable?	6	5	4	3	2	1
6.	Does the material cover the subject thoroughly?	6	5	4	3	2	1
7.	Is the language used appropriate to your student's reading level?	6	5	4	3	2	1
8.	Is the material in each section relevant to the stated objectives?	6	5	4	3	2	1
9.	Are the activities included appropriate to the intended audience?	6	5	4	3	2	1
10.	Is the scope and sequencing of the information contained in the material appropriate to its intended use?	6	5	4	3	2	1

PART II: Please respond to the following open-ended questions about the material. Use extra paper if needed, but please be honest in your evaluations. Feel free to refer to specific sections of the material, or to relate your comments to pages on which you have marked specific changes or suggestions:

1. Does the unit appear to be really self-instructional?

2. Is the unit presented in a way which will appeal to your students?

3. How would you like to see the materials refined or improved?

4. Other comments or suggestions.

Thank you for your time and cooperation in reviewing this material.

AMERICAN COALITION OF CITIZENS WITH DISABILITIES
SELF-INSTRUCTIONAL UNIT
STUDENT REVIEW

Your Age ______________________ Your Grade ______________________

Your School ____

Your Teacher's Name ______________________________________

Date You Began the Unit ____________ Date You Completed It ____________

1. How much help did you get from your teacher as you worked through the unit?

   ( ) no help at all
   ( ) help with some activities
   ( ) help with all of the activities

2. Did the introduction give you good information about how to complete the unit?

   ( ) yes, it answered my questions
   ( ) I still had some questions
   ( ) no, I really didn't understand what I need

3. Were the narratives which followed each objective easy to read?

   ( ) yes, they were easy to read
   ( ) some parts were too hard
   ( ) most of them were hard to read

4. Were the narratives which followed each objective interesting?

   ( ) yes, they were interesting
   ( ) only some were interesting
   ( ) most of them were boring

5. Were the activities in each section easy to do?

   ( ) yes, they were easy to do
   ( ) some activities were too hard
   ( ) most of them were too hard

6. Were the activities in each section interesting?

   ( ) yes, they were interesting
   ( ) only some were interesting
   ( ) most of them were boring

7. Which activity did you like best? Why?

8. Which activity did you like least? Why?

9. Did you find the review questions helpful in figuring out whether you really knew the material?

( ) Yes ( ) No

10. Did you understand the purpose of the pre-test when you took it?

( ) Yes ( ) No

11. After you took the pre-test did you still want to complete the unit?

( ) Yes ( ) No

12. Was the post-test easier to take than the pre-test?

( ) Yes ( ) No

13. Did the post-test help you know whether you really knew the material?

( ) Yes ( ) No

14. How did you feel about the self-instructional unit?

15. What would you like to see changed about the unit?

APPENDIX K

Evaluation Procedures

American Coalition of Citizens with Disabilities Inc.

1200 15th Street, N.W.
Suite 201
Washington, D.C. 20005

(202) 785-4265
785-4341 (TTY)

Reese Robrahn
Director

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Durward McDaniel

David W. Myers

T. J. O'Rourke

MEMO TO: Field Test Personnel

FROM: Jane Ann Razeghi, Director, Education & Training
Harriet W. Loeb, Research Utilization/Curriculum Specialist

DATE: November 8, 1982

RE: Evaluation of Field Test

In order to assist our efforts in evaluating the effectiveness of the Advocacy Curriculum, field test personnel are requested to use the following procedures:

1. Indicate on the curriculum (copies are provided) what does or doesn't work, and/or problems with specific lessons or areas of the unit. Please refer to the appropriateness of the material for students of varying reading levels and disabilities. Do not identify students by name. Assign numbers or letters (i.e., Student #5 or Student C) that will be used consistently throughout the field test phase.

2. Pre-Test and Post-Test: The pre- and post-tests should be given to both the experimental and control groups prior to and after implementation of the unit you are teaching. See the enclosed memo for more information on the tests.

3. Near or at the end of the field test phase you will be asked to complete a Unit Evaluation/Adaptations Form. This will include specific information regarding modifications of the curriculum for students with different disabilities; ways of adapting the units for varying levels; and suggestions for teaching strategies from field test personnel. Basically, this is information you probably noted during the implementation of the curriculum.

-more-

ACCD sincerely appreciates your efforts in assisting us in this exciting endeavor. We are looking forward to hearing from you regarding the field test, and hope you will call on us if you require any assistance.

Thank you, again!

APPENDIX L

Unit Evaluation/Adaptations Form

Teacher: ______________________________

School: ______________________________

UNIT EVALUATION/ADAPTATIONS FORM

This form should be completed after you have conducted the field test of the advocacy curriculum. Your input will provide the project staff with information regarding the ways that the curriculum can be improved, in addition to methods by which it can best be utilized by students with different disabilities and reading levels. Much of the information garnered from this form will be used in the development of the Adaptations Handbook and in making modifications to the existing curriculum, if necessary.

1. What specifically was taught?

2. What were the behavioral objectives for the unit?

3. What was the expected outcome of the unit?

How did you evaluate the performance of the students?

4. What materials did you use?

Did you create any of these materials? If so, please describe them. (We would appreciate receiving copies of any materials developed by the teacher so that we can include them in the Adaptations Handbook.)

5. What materials, both ACCD-created and teacher-created, worked effectively? Why?

6. What materials did not work effectively? Why?

7. What strengths did you find in the lessons? Please explain in detail.

8. What weaknesses did you find in the lessons? Please explain in detail.

9. Did you make any modifications to the curriculum? If so, why? Please describe the modifications in detail.

10. Did you use any innovative teaching strategies that you found to be particularly effective? If so, please describe them. (We would appreciate receiving copies of the lesson plans that were effective in teaching some of the concepts presented in the advocacy curriculum so that we can include them in the Adaptations Handbook.)

11. Did you invite speakers to your class? If so, who spoke, from where, and on what topics?

12. Do you have any specific suggestions on how ACCD can improve this unit of the curriculum? (What would you add, eliminate or change?)

13. Please feel free to make additional comments regarding the advocacy curriculum.

Please complete and return this form to:

Harriet W. Loeb
Research Utilization/Curriculum Specialist
American Coalition of Citizens with Disabilities, Inc.
1200 15th Street, N.W.
Suite 201
Washington, D.C. 20005

APPENDIX M

Acknowledgements Form

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Director

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MEMO TO: Field Test Personnel

FROM: Jane Ann Razeghi, Director, Education & Training
Harriet W. Loeb, Research Utilization/Curriculum Specialist

RE: Acknowledgement of Field Test Personnel in Curriculum Publications

ACCD would like to acknowledge the contribution that field test schools and teachers have made to the advocacy curriculum in its publications. We plan to include samples of the materials developed by teachers in the Adaptations Handbook and hope to name the creator of the materials and the school where the teacher works. Please indicate the school's and your willingness to be identified as a field test site and as the developer of specific curriculum materials when we publish our final product.

Check those that apply:

_____ Yes, you may include my materials and modifications.

_____ Yes, you may identify the school as a field test site and as the developer of curriculum materials, adaptations and modifications.

_____ Yes, you may identify me as a field test teacher and as the developer of curriculum materials, adaptations and modifications.

_____ No, you may not identify the school as a field test site.

_____ No, you may not identify me as a field test teacher.

ACCD appreciates your assistance in helping to make this a successful project year. Thank you for all your cooperation.

Field Test Teacher

Administrator

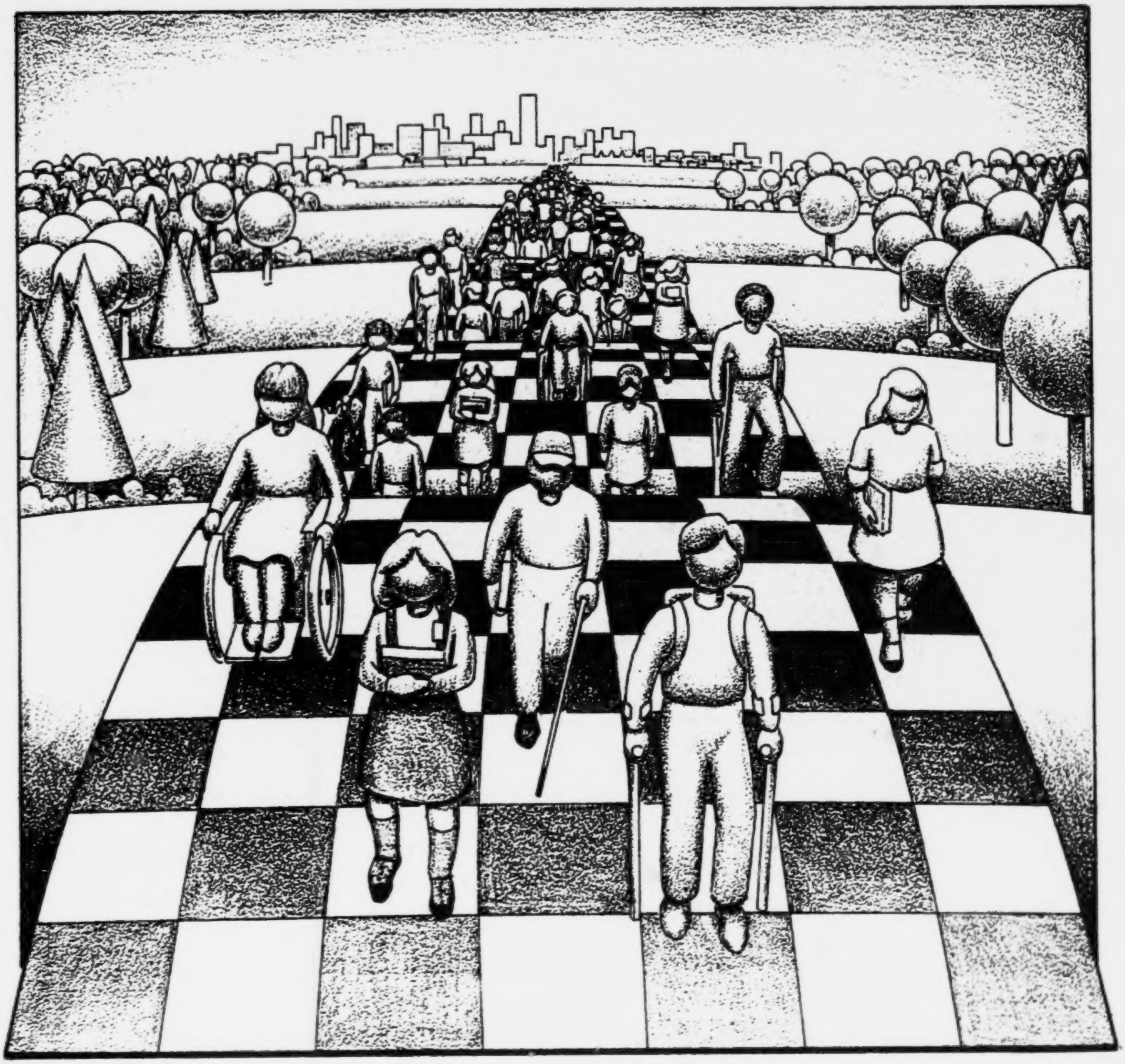
Date

APPENDIX N

The Advocacy Curriculum

Advocacy Curriculum for 9–12

TOTAL CAREER DEVELOPMENT AND INDEPENDENT LIVING SKILLS FOR HANDICAPPED STUDENTS



by

Jane Ann Razeghi
Director, Education and Training

E. Jewell Ginyard
Curriculum Specialist

Harriet Loeb Hartman
Research Utilization and Curriculum Specialist

American Coalition of Citizens with Disabilities, Inc.
1200 15th Street, N.W., Suite 201 • Washington, D.C. 20005

Advocacy Curriculum for Grades 9-12
TOTAL CAREER DEVELOPMENT AND INDEPENDENT LIVING SKILLS FOR HANDICAPPED STUDENTS

by

Jane Ann Razeghi
Director, Education and Training

E. Jewell Ginyard
Curriculum Specialist

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June 1983

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TABLE OF CONTENTS

PAGE

Foreword 1
Acknowledgements 2
Introduction 3
1. Trainer's Guide 4
  A. Purpose of the Trainer's Guide 4
  B. The Curriculum Model 4
    1. Philosophy 4
    2. Model Curriculum Concepts 5
      a. Unit Arrangement 5
      b. Developmentally Based 5
      c. Performance Based Goals and Objectives . . 5
      d. Instructional Level 5
      e. Developing the Package 6
    3. Advisory Committee 7
  C. Implementing the Curriculum 7
    1. Conduct a Survey of Your Community 8
    2. Using Resource People 8
    3. Planning Successful Field Trips 9
    4. Classroom Interviewing 10
    5. Using Role Playing 10
    6. Allocate Responsibilities 11
    7. Be Creative and Imaginative 11
II. Guidelines for Adapting the Curriculum 12
  A. Teaching Techniques for Handicapped Students in Different Settings 12
    1. Self-Contained Special Education Classrooms . . 13
    2. Integrated Regular and Vocational Classrooms . . 13
    3. Residential Settings 13
    4. Youth Organizations 14

PAGE

B. Guidelines for Instructing Handicapped Students . . . 14
  1. Visually Impaired Students 14
  2. Hearing Impaired Students 15
  3. Physically Handicapped Students 16
  4. Students with Learning Disabilities 17
  5. Mentally Retarded Students 18
  6. Emotionally Impaired Students 19
III. The Curriculum 20
  A. Introduction 20
  B. Curriculum Goals and Objectives 21
  C. Advocacy in the Life Functioning Systems 30
  D. Application of Advocacy to the Individual System . . 58
  E. Education 66
  F. Employment 87
  G. Housing 105
  H. Transportation 122
  I. Human and Social Services 140
  J. Recreation 154
IV. Sample Tests for Use with the Advocacy Curriculum 169
V. Self-Instructional Module 208
  A. To the Teacher 208
  B. Introduction 209
  C. Section One: Basic Civil Rights and How Apply to Disabled Individuals 210
  D. Section Two: Problems Disabled People May Have in Achieving Equal Rights 244
  E. Section Three: The Meaning of Advocacy and the Procedures Required to Ensure Equal Rights for Disabled Individuals 258
  F. Answer Sheets 276

PAGE

G. Pre- and Post-Test 300

VI. Unit Summarizing Concepts Presented in Entire Curriculum 304

A. Introduction 304

B. Goal and Objectives 305

C. The Unit 306

D. Lesson Plans 324

E. Pre- and Post-Test 330

VII. Worksheets 334

VII. Forms for Acetate Overlays 352

IX. Resource List 360

FOREWORD

The American Coalition of Citizens with Disabilities, Inc. (ACCD) was formed in 1974 by 150 leaders of major disability groups who recognized the need for a strong independent umbrella organization capable of speaking for all of the nation's 36 million citizens with disabilities. The intent of these organizations was to create a powerful and representative force for the involvement of citizens with disabilities in public policy-making through the concept of cross-disability communication and cooperation, and to achieve full human and civil rights for all people with disabilities.

ACCD has been instrumental in the training and development of persons with disabilities and advocates in in their own local areas. Its conferences have provided the link between disabled consumers, professionals in the disability field, and national, state and local administrators. ACCD has conducted training and research in the areas of disability rights, coalition building, consumer involvement, resource development, transportation, career and vocational education, and rehabilitation.

While ACCD has been interested and involved in every aspect relating to the life of disabled people, an issue of particular importance has been access to education and employment opportunities. ACCD believes that the education and training of disabled individuals provides the skills necessary to qualify for meaningful employment. Becoming a productive member of the workforce is an integral step toward self-sufficiency and independence. Therefore, the importance of equal access for people with disabilities to education and training opportunities must be emphasized.

This project researched the rights, opportunities, and services which are available to disabled individuals under the laws. Members of the disability community, teachers and administrators, disabled and nondisabled, contributed to the development and field testing of the curriculum. As a result, the curriculum has been created by individuals who are potential users.

Through early training in such areas as disability-related laws, available services, and advocacy, students will develop skills so necessary in becoming independent and self-supporting adults. This curriculum reflects the results of research that indicated that students in the secondary schools should be as prepared as possible for the transition from school to employment and the community.

ACCD is very pleased to have had the opportunity to conduct such an exciting project and make this contribution to the field of education for disabled peple.

Phyllis Rubenfeld, Ed. D.
President, ACCD

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We wish to take this opportunity to express our sincere thanks to those individuals who provided us with advice and input during the development of this curriculum. ACCD especially thanks the following:

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INTRODUCTION

In July, 1980, the American Coalition of Citizens with Disabilities was awarded a grant from the Department of Education, Office of Special Education, Division of Innovation and Development, Research Projects Branch, to develop a pilot test on advocacy curriculum (9-12) for the total career development and independent living skills for all handicapped students. The project was intiated on July 15, 1980, under the direction of Jane Ann Razeghi. Ms. E. Jewell Ginyard served as the project's curriculum specialist during the first two years. Harriet Loeb Hartman assumed her responsibilities for the third and final year of the project.

This volume represents the deliverables of the Advocacy Curriculum (9-12). It presents the specific instructional material for the classroom teacher. It also focuses on providing administrators and curriculum development specialists with a guide for planning and implementing the advocacy curriculum. These materials were pilot tested during the second and third years of the project to uncover any problems that are inherent in any new curriculum. Originally, during the field test phase of the project, there were three separate volumes: (1) the Advocacy Curriculum; (2) the Trainer's Manual; and (3) the Self-Instructional Module. They have been revised and combined in this publication.

Although there are some advocacy training projects in this country, they are few in number and are directed and geared to the adult population. A review of the literature and currently funded projects reveals that such efforts have not been geared directly to handicapped students, grades 9-12. It is, unfortunately, assumed that handicapped students do not need to know their rights until they are adults. ACCD believes that one way to eliminate dependency and to develop the resources of disabled individuals is to provide them with training on how to gain access to the various systems. These systems include employment, transportation, housing, education, recreation, and human and social services. Access and use of all the systems are important for the independence of an individual because of the interdependence of one system on the other. This is a unique and innovative curriculum which will provide advocacy education, training, and materials directly to handicapped students in the public schools and residential schools in a variety of settings (secondary, self-contained special education classes, integrated regular education classes, and youth organizations).

By providing handicapped students with direct advocacy education and competencies while they are still in the public and residential school systems, these future citizens will know:

- their rights according to recent legislation;
- the numerous systems which they may access in their lifetime; and
- how to effectively access such systems.

The direct impact on handicapped students will be great. These students will have a far better understanding of what services are and should be available, how to go about acquiring their rights, and what actions to take if their rights are denied.

TRAINER'S GUIDE

PURPOSE OF THE TRAINER'S GUIDE

The primary purpose of this section is to provide administrators, curriculum development specialits, and teacher with guidelines for using the curriculum. While the curriculum focuses heavily on handicapped students, the content can be appropriate for nonhandicapped students as well.

The primary objectives of the curriculum are as follows:

- to develop advocacy skills in the various systems (i.e., transportation, employment, education, recreation, housing, and human and social services);
- to increase the students' awareness and understanding of the various systems as they exist for disabled individuals;
- to develop the students' knowledge and understanding of the various laws regarding disabled people.

In addition, the advocacy curriculum includes such secondary benefits as follows:

- Educators, counselors, and administrators are provided with additional information regarding disabled people, their rights, and the opportunities avail- able to them;
- Disabled students are encouraged to explore career opportunities in a variety of career clusters;
- Educators, administrators, parents, and students are provided with many resources (i.e., organizations, agencies, materials).

This curriculum should be regarded as a core curriculum. As such, the user should be as flexible with it as is felt necessary. The user may want to use some lessons as they are suggested, yet may want to modify others according to the individual needs of the student or classroom.

As stated previously, this is a core curriculum and should be used as such. This curriculum provides much of the basic information needed in advocacy training. It is, however, up to the user to determine the best method for using the curriculum. Only the user knows his or her own program and students and can determine how best to facilitate learning for them.

THE CURRICULUM MODEL

Philosophy

The model advocacy curriculum (grades 9-12) was developed by individuals with a background in the advocacy field and individuals knowledgeable in curriculum development, special education, and career education. Classroom teachers familiar with the curriculum's target population contributed significantly to the development of the curriculum; their experience and knowledge proved of great value in formulating curriculum guidelines and activities geared specifically to disabled individuals.

A teacher advisory committee was created in the summer of 1980 to bring together advocates, special and regular educators, and administrators from various public school systems for the purpose of developing instructional materials. The nucleus of the advisory committee was comprised of special education teachers and career or vocational education specialists experienced in working with disabled students. Specialists in the administraton of career education/special education, curriculum writing, and curriculum materials were available to the teachers for consultation while the instructional materials were under development.

Model Curriculum Concepts

The teacher instructional materials were designed and developed around five major concepts. These concepts were as follows:

1. Unit Arrangement

The curriculum is arranged in eight units. The first unit is Advocacy in the Life Functioning Systems. This unit covers the concept of Advocacy and introduces the life functioning systems. It serves as an introduction to the entire curriculum, and can also function as an independent unit on advocacy. The second unit is Application of Advocacy to the Individual System. The remaining units are on the six life functioning systems (education, employment, housing, transportation, social and human services, and recreation). Each unit may be used independently or as part of the entire curriculum.

2. Developmentally Based

The materials are designed to promote the orderly, step-by-step educational development of the students. Each succeeding learning goal and its correlating performance objectives are built on competencies avhieved in the previous learning goal. Within each unit and throughout the entire curriculum, a logical sequential progression of learning is presented.

3. Performance Based Goals and Objectives

The goals of the curriculum state clearly the knowledge, skills or experiences that will be acquired by the learner. The instructional objective describes the specific tasks or behaviors to be performed by the learner to achieve the identified goal. For each instructional objective there is a criterion referenced measure. The performance based goals and the objectives ensure that the user has clear directions for teaching the competencies in this curriculum. It gives the user specific information on what the student should learn, how to teach it, and how to determine whether he or she has learned it.

4. Instructional Level

The teacher should assess the instructional level of the materials and make appropriate modifications for the students in the program. Since this curriculum was designed as a core curriculum to be adaptable to various settings and abilities, a range of instructional levels exist among the activities that include beginning, intermediate, and advanced levels. The activities within each lesson have been sequenced from the lowest instructional level to the highest. In other words, the first activity listed in a lesson will be a beginning level activity and the last would be an advanced level. This design will help teachers more quickly select appropriate activities for the population and setting in which they work.

5. Developing the Package

The materials in this curriculum represent the work of ACCD project staff, a teacher advisory committe, and interested professionals and advocates. The first phase of development in the curriculum was the indentification of the competencies to be included. This process began with the gathering of information through research of the literature and interviews with disabled individuals and various professionals, disabled and nondisabled. When the list of competencies had been developed, a needs assessment survey was developed to determine the relevance of the competencies to the effective functioning of disabled individuals. The needs assessment survey was administered to over 200 disabled members of ACCD and a representative number of professionals and parents. The list of competencies to be included in the curriculum was revised based on the feedback received from the surveyed groups.

The second developmental phase of the curriculum was the development of goals and objectives to teach the identified competencies. The initial development of the goals and objectives was done by ACCD's project staff. A procedure was developed to solicit professional and consumer feedback on the appropriateness and validity of the goals and objectives. The process involved a series of activities that included the development of a feedback instrument and the identification of professional groups from which to obtain the feedback. The feedback instruments were administered to the teacher advisory committee, three groups of teachers enrolled in special education and vocational education classes at the George Washington University and Virginia Polytechnic Institute. Additional reviews were done by various disabled individuals and selected regular education teachers from Fairfax County in Virginia, Montgomery County and Prince Georges County School Systems in Maryland. Revised goals and objectives were written based on all the reviews.

The third developmental phase included developing activities to teach the goals and objectives, identifying teaching tips and strategies, identifying resources needed and describing evaluation procedures. The teaching activities were developed by the teacher advisory committee and the project staff. A three-hour work session was set up where teachers were grouped to develop activities for the various units for each objective. The activities were categorized according to type and analyzed to assess the appropriateness of the activity to the goal, objective, and student functional level. Reviews were done by the teacher advisory committee, and graduate students enrolled in special/vocational education classes. Revisions were made on the basis of those reviews. Teaching strategies and tips, resources, and evaluation procedures were developed by the project staff.

The draft of the curriculum materials was reviewed during year three of the project. The final product is the result of a formal field test and professional reviews.

Advisory Committee

A teacher advisory committee (TAC) was established during the early stage of the project to assist the project staff in the development and evaluation of the curriculum materials. It was composed of twenty special education teachers who worked with secondary level students with various disabilities that included mentally retarded, learning disabled, emotionally impaired, physically disabled, visually and hearing impaired students. The teachers on the TAC were selected from five school districts in the Washington metropolitan area. They represented Fairfax County in Virginia, and Montgomery and Prince Georges Counties in Maryland, and Washington, D.C. The TAC was a working committee that met formally three times to develop and review curriculum materials. Additional reviews were done individually by the teachers on their own time. The work done by the TAC included assisting the project staff in reviewing materials that were developed by the staff and developing activities to teach the objectives and reviewing the entire package.

IMPLEMENTING THE CURRICULUM

An important criteria in developing this curriculum was ensuring ease in implementation. The likelihood of teachers using the curriculum will depend greatly on how much effort and time is needed for preparation. The curriculum was, therefore, designed to be implemented with a minimum amount of effort.

Two features account for ease of implementation. First is the amount of materials contained in the curriculum package. Included are background and content information for the user, student activities with a step-by-step plan for implementation, resource information, and recommendations. Second, the curriculum design lends itself to involving a wide range of resource persons in the implementation process. Support staff and volunteers can easily be used in implementing and carrying out some of the activities.

Educators should acquire some information prior to implementing this curriculum. An understanding of the philosophy on which the curriculum is based is important. Awareness of the role of advocacy and its potential in increasing the independence of handicapped students should be understood and accepted by the user in order to convey that attitude to the student. This curriculum is based on the premise that individuals knowledgeable about themselves and their needs are more likely to be self-sufficient, independent persons. When educators can accept that premise, they are then ready to proceed in gaining additional content information. In addition to the information contained in the curriculum, a list of other resources can be found by using the organizations and agencies listed in the resource section of this publication.

The many rich resources that are found in the community can expand and enhance the presentation of the curriculum. Guest speakers from various agencies and organizations, field trip sites appropriate to the different systems are good examples of the kind of resources that exist in most communities. Additional teaching aids and related materials can be obtained by writing for them. Printed materials, audio visuals, visual and graphic illustrations can add interest and excitement to the lessons. The resource list and guidelines in this publication may be helpful to you in getting started. When you have examined the curriculum, use the following steps in planning for the implementation of the curriculum.

Conduct a Survey of Your Community

Conduct a thorough search of your community and determine what resources exist that will assist you in carrying out your activities. A good place to start is in the resource list in this book. Field trip sites, resource persons and materials are among the valuable resources that may be available from community organizations, agencies, and businesses.

A community assessment survey can be conducted by telephone and/or by mail. Both technicques have advantages and disadvantages. The telephone survey involves telephoning organizations and agencies to conduct an interview. This is often time consuming and can create problems for teachers who have little access to the telephone during business hours. This method should not be eliminated solely for that reason. The survey can be carried out by other resource people such as volunteers, students, and teacher aides. This technique has some important advantages. It allows for immediate feedback and important clarification questions can be answered on the spot. The direct contact inherent in this method allows for the development of rapport with the individual and organization. This is a good technique to use if you have the resources to carry it out.

The assessment survey by mail involves preparing letters and mailing them out to the organizations or agencies. This technique requires a great deal of preparation in the beginning and a good record keeping system. The advantage of this system is that it allows for flexibility in carrying out the task. This factor is important to the teacher whose time schedule is for the most part fixed. Conducting a mail survey involves developing a letter which describes your program and what you want from the organization. In addition, a form should be developed that allows the respondent to check off or fill in the desied information. Providing such a form eliminates the need for the organization to spend much time in responding to you. A self-addressed envelope should be enclosed. These provisions will increase your chance of a response.

Using Resource People

Resource persons can enhance the implementation of the curriculum in many ways. They arouse the students' interest and make them aware of the various viewpoints on an objective or problem. They also add relevance to the material. As you consider using a resource person for an activity, consider the following questions:

- Can the objective be most effectively achieved by using a resource person?
- Does the community contain the appropriate resource person?
- Does the resource person have the personality and skills to be effective with your students?

When you have considered these questions and determined that a resource person can help you effectively meet your objective, use the following checklist in the planning and use of the person:

1. Discuss the idea of bringing in a resource person with your students;
2. Discuss the topic you want the resource person to discuss;

3. Call for an interview or an appointment for a personal interview;
4. For the interview, have this information available to give the resource person: objectives, topic to discuss, grade level and number of students, location of school, facilities, equipment, length of presentation, date and time of the visit;
5. Ask for personal data on the resource person;
6. Provide information on the resource person to the student;
7. Develop with students a list of questions to ask the visitor;
8. Act as facilitator during the presentation;
9. Keep the discussion at a level suited to your students;
10. Be aware of your time schedule;
11. Involve the students in a discussion of the visit soon after it is over;
12. Have the students write thank you letters to the visitor.

Planning Successful Field Trips

Field trips are effective means of teaching and are generally fun and exciting for students. Life in the classroom is a small part of the students' total experiences. Field trips provide students with awareness of the systems they will use and opportunities to apply what they have learned. They stimulate and motivate students in a way that is difficult to do in the classroom. Field trip experiences are most effective when they are planned well. Before deciding to take a field trip, consider these questions:

- Will the trip better clarify and illustrate what you are teaching?
- Will the trip provide an appropriate example?
- Is it worth the time, effort, and expense?
- How much inconvenience is there for the students, parents, teachers, and those visited?
- What safety hazards are present?
- Is this the best means for accomplishing your objective?

After considering all these questions, and determining that you will conduct the field trip, use the following checklist in carrying out your plan:

1. Determine the place to visit and the person to contact;
2. Plan a schedule for the trip;
3. Follow the school procedure for consent for the trip;
4. Decide if the entire group is to be involved;
5. Make arrangements with other school personnel who will be participating and working with you;
6. Make arrangements for transportation;
7. Get consent from parents;
8. Discuss the purpose of the trip with the students;
9. Provide background materials to help them get the most out of the trip such as introductory information, written goals and objectives, films, etc.;
10. Identify specific things for students to observe;
11. Discuss standards for behavior, dress and safety;
12. Review everything on the day of the trip;
13. Discuss the field trip experience with the students immediately;
14. Evaluate what students learned on the trip;
15. Write thank you notes to appropriate persons.

Classroom Interviewing

Classroom interviewing is an effective way to utilize community resource persons. It provides an opportunity for students to obtain ideas and information from the life and experience of others that can be useful in planning their own lives. Students can discover options available to them and learn how other persons like themselves have functioned using these options. Interviewing resource persons can increase the students' appreciation of what goes on in the lives of people on a daily basis. It will also increase the student's skill in listening to and observing people, events and their environment. In deciding whether to use the classroom interview technique as an activity, you should consider these questions:

- Is this the best technique for achieving the learning objective?
- Will the interview provide the information, illustration or experience that the students need?
- Are the students mature enough in their development to profit from the interview?

If you decide this is an appropriate activity, use this checklist as a guide in carrying out the activity.

1. Develop questions for the interview;
2. Contact the person or persons to be interviewed;
3. Send a copy of the interview questions to guests prior to the interview;
4. Set the stage for the interview by demonstrating how the interview will be conducted;
5. Make arrangements to record the interview;
6. Allow time for everyone to ask questions;
7. Discuss the interview after the session is over;
8. Perhaps you might review by listening to the taped recording;
9. Write a thank you letter to the guest.

Using Role-Playing

Role playing can be an interesting and exciting way to demonstrate a point or issue. It is still another way to arouse the interest of students and bring them closer to life like situations. It also provides an opportunity for students to express their feelings, anxieties, perceptions, creativity, and resourcefulness. It provides an excellent opportunity for students to be actively involved in their learning.

The success of role play technique depends on a number of factors. First, the students must have adequate experience with the role they are asked to play. For instance, if a student does not know what an advocate is, he or she would surely not be able to act the part of an advocate in a role play situation. Second, the student will need to have a degree of confidence and ease in performing among others. It is unrealistic to expect a student who is very shy and insecure to get up in front of peers to participate in a role play situation. These two issues must be considered carefully before deciding to use a role play activity.

Careful planning is needed to carry out role playing experiences with students. The following suggestions may be helpful to you in planning and carrying out your plans.

1. Select appropriate role play situations for your learning objective;
2. Explain to the students what is to be illustrated or examined in the role play;
3. Help students understand the problems involved by discussing the situation and the roles carefully;
4. Describe clearly each role and situation;
5. Discuss the role of the students who are observing;
6. Assign specific tasks for them;
7. Call for volunteers for the various roles unless you determine that this is not appropriate for your group;
8. Allow the students the freedom to interpret the role;
9. Analyze the interactions demonstrated and discuss the issues brought out;
10. Review what was learned in the role playing.

Allocate Responsibilities

Preparation for implementing a new curriculum can be an overwhelming thought for the teacher with a host of responsibilities. The awareness of the teacher's limited time schedule and heavy work load was foremost in the minds of the staff as they developed this curriculum. The implementation plan was designed to be carried out by a range of resource persons other than the teacher. The tasks are simply and clearly written and can be carried out by volunteers, aides and students. The involvement of these resource persons will not only assist the teacher but can enhance the effectiveness of the curriculum by serving as information resources. Some of the special tasks that might be carried out by resource persons are conducting the community assessment survey, ordering materials, scheduling trips and speakers, and collecting materials. As you examine the curriculum, you will discover many other ways to utilize the resource persons available to you. It is important that you are clear on what you want them to do.

Be Creative and Imaginative

It is important to keep in mind that this curriculum should be thought of as a core curriculum that can be modified and adapted to the needs of the setting and student population. The user can best determine the resources available in their community. Some communities will contain rich resources that have not been suggested in the curriculum while others will lack many of the resources listed in this guide. Do not feel discouraged if you find that your community lacks many of the resources that have been mentioned. At the same time do not overlook the many resources that you do have. Remember that parents and school staff are all excellent resources and may be able to direct you to resources that you have not thought about. Check the Resource section of this manual for the names of organizations and agencies that can provide you with many free and low cost materials to assist you in implementing your program.

GUIDELINES FOR ADAPTING THE CURRICULUM

TEACHING TECHNIQUES FOR HANDICAPPED STUDENTS IN DIFFERENT SETTINGS

This curriculum was designed to be used in a variety of settings that include self-contained special education classrooms, integrated regular or vocational classrooms, residential settings and youth organizations. Modifications should be made to the core curriculum based on the setting and the disabilities of the students in those settings. For some groups the curriculum can be followed from unit one to unit eight without modifications. Other settings might require pulling out one or two units to be integrated into the regular class program. Before implementing the curriculum, be sure to look carefully at the following questions:

- What are the needs of the group?
- What are their needs currently for advocacy information?
- What will they need to know when they exit this school system?
- In terms of time frame, how much time can I spend with them on this phase of their education?
- Can any or all of this curriculum material be integrated into my present curriculum?
- Which parts of this curriculum are the most crucial?
- How can I fit that part in?
- Are there outside resources that can help in implementing the curriculum?

An assessment such as this is important before implementing the curriculum. It can provide you with a realistic picture of your capacity for implementation and provide a focus from which to begin. In a special school or resource room setting, you can assume that all students will have been identified as handicapped. As such, they should be aware of the need to be an advocate for themselves. They need to be aware of the laws that relate to the provision of equal access to the life functioning system.

An important factor in planning to implement the curriculum is the time element. The length of time required to cover the materials must be determined by the needs of your group, how the curriculum can be integrated into your program, and whether you use the total program or selected units.

The material can be integrated into the reading, English, math, and social studies curriculum with adaptations. It can also be taught as a special class. In order to accommodate a wide range of disabilities and settings, the curriculum is designed to have the lessons, units, and activities pulled out to be used independently of one another. The lessons can be modfied to the appropriate level.

Departmental planning for implementation of this curriculum is important. While the curriculum can be implemented by one teacher in one class, it is most effectively done through the involvement and commitment of the entire staff. Important questions to be discussed on a departmental basis are these:

- In what time frame will the curriculum be taught?
- In what grades?
- Will it be integrated into the entire curriculum or a special class?

- What teachers will be involved?
- Will parents be involved?
- How can regular school staff be involved?

Whether planning is done on a departmental basis or on an individual basis, these questions need to be addressed in order to effectively implement this curriculum.

Self-Contained Special Education Classrooms

One approach in working with students in self-contained settings could be to begin with Unit One, Advocacy in the Life Functioning Systems, and proceed through the entire unit. Another would be to select units that fit into an existing curriculum. For example, if a goal is to teach students independent living skills related to apartment living, the Housing Unit might be most appropriate.

Integrated Regular and Vocational Classrooms

Use of this curriculum in an integrated regular classroom would require some modifications in the curriculum itself. First of all a determination should be made in terms of what subject area classes would implement the curriculum. Secondly, the curriculum should be examined to determine which units would be appropriate for that specific class. Thirdly, the goals, objectives, and lessons should be examined to determine the appropriateness for that class. Fourth, modifications should be determined and made. An early review by educators indicated that parts of the curriculum would be used in a range of secondary subject matter classes. The list included social studies, sociology, government, consumer math, physical education, vocational education, and civics.

Residential Settings

This curriculum is appropriate for use with individuals in various residential settings. The degree to which it is implemented will vary with the type of individuals residing within the residential program. Sometimes, the students in residential setting are severely handicapped. The capacity or some severely handicapped students in certain residential settings to process and apply information may be limited. This should not discourage the effort to teach students to become independent. They should be encouraged to learn and use the various systems in our society and most students can.

The best approach in implementing this curriculum in a residential setting is to begin by looking at your student population. As in other settings, decide what they need and where to start. Decide which unit is the most crucial. Look at the goals and objectives of that unit and then modify them for your individual situation. Do not become discouraged if it takes time for the student to understand the system you are trying to teach. It is important that you set realistic and reasonable goals from the beginning. Hands on and direct experiences and repetition of those experiences are the most effective means of working with students who have severe learning problems. Don't feel that you are cheating if you select **only** hands-on experimental activities from the curriculum.

Youth Organizations

Many youth organizations are ideal for teaching students independent living skills. Organizations such as Girl Scouts, Campfire, 4-H Clubs and religious groups might find this curriculum useful in their programs. Again, specific units or objectives can be taught in coordination with other related programs.

GUIDELINES FOR INSTRUCTING HANDICAPPED STUDENTS

Each handicapped student is unique and the effects of the disability on the individual are equally unique. Because of the wide range of differences that exist within this group, teaching strategies and general guidelines for working with handicapped students as a group are difficult to define. Educators who have worked with handicapped students in general have found certain teaching strategies and learning situations to be effective.

Educators have found the following guidelines to be useful in developing appropriate teaching strategies in working with handicapped students:

1. Use the individual needs (learning style, personality) of the student to determine the teaching strategies you will use;
2. Teach to the student's strength--(i.e., auditory, visual, kenesthetic, or interest, subject area);
3. Develop and try to maintain a positive relationship with the student;
4. Create and maintain a positive environment--(i.e. physical attractiveness, positive human interactions).
5. Provide continuous feedback to students on their work, progress, and behavior;
6. Make sure your expectations are clear;
7. Provide concrete experiences whenever possible;
8. Use a variety of teaching activities and techniques;
9. Provide experiences and use activities that will enhance the student's self-esteem.

Guidelines for Instructing Visually Impaired Students

Students who are blind or have visual impairments are different from nonhandicapped students **only** in their inability to receive information and stimuli by visual means. Unless there are related disabilities such as learning disabilities, emotional disabilities or other health impairments, modifications are needed for the visual impairment only. The two major barriers confronting blind or visually impaired students are the negative attitudes of their teachers and fellow students, and the lack of instructional and related information in an appropriate form to accommodate the student's auditory intake system. . .i.e. brailled and taped materials. Negative attitudes toward blind students are illustrated through various means. Many persons feel uncomfortable interacting with blind or visually impaired individuals because they do not understand the disability and do not know how to act when they are around that person. Discomfort is often manifested in patronizing behaviors and statements, low expectations of the individual, and avoidance behaviors. Those behaviors create uncomfortable situations for the students and impede their learning potential as well.

Teachers who work with visually impaired students should make sure that they get to know the student. Talk to the students directly about their disability. Ask them directly what accommodations they need and what assistance they want from you and those around them. Use that information to provide the necessary accommodations for that student to help him function effectively in your class. The guidelines below might be helpful to you as well:

1. Visual information should be explained or described;
2. Information written on a chalkboard should be stated aloud;
3. Planning should involve preparation of materials on tape, brailled or large print so that they are available by the time print material is ready: "On the spot" reading of printed material should be read to the group;
4. Do not substitute "hear & feel" for "see, look at, watch: in directions, etc.--**do not** avoid descriptions that involve color;
5. When possible, provide maps, charts, models in a format that is appropriate for visually impaired people, students, etc. **Ex:** Small grid maps/tactile;
6. Encourage students to seat themselves at a comfortable distance from the board and where lighting is best for them;
7. In directing students to move from one place to another, be sure to give accurate precise directions--for left or right (not over there) and remember, your "right" will be their "left" when facing you;
8. Call upon the name of the individual student who is to respond when visually impaired students are present;
9. Be aware of students who should wear glasses and whether they are wearing them when necessary;
10. In planning field trips, be sure that, if the student is not able to take information in by touch, that descriptions are provided. "Hands on" experiences are **important**; "First hand" experience with accurate descriptions is the best learning tool;
11. When money is used in an activity, be sure that the denomination(s) of paper money (are) is pointed out to the blind or visually impaired student;
12. Students who have very little vision need to decide where to sit in a new situation. You can be of assistance by describing the set-up of the room;
13. Describe and locate any object that is receiving everyone's visual attention;
14. Inform students of the position of the screen, speakers, platform or the focus of the main activity;
15. Discuss and describe usual things such as sunrise, sunset, weather conditions or events. Scenes and pictures should be pointed out and described.

Guidelines for Instructing Hearing Impaired Students

The guidelines present some techniques for accommodating students with hearing impairments. Although some general techniques are suggested, it is always important to view each student as an individual. The teacher and student should work together to explore and determine the specific needs of the student.

There are several factors to consider when working with hearing impaired students related to educational needs. These include the degree of hearing loss, the age at onset of the disability, the cause and type of hearing loss, and the educational and family background of the student. All of these aspects may play a role in the student's communication mode, English language acquisition, and/or use of speech.

While it is often essential to make visible what a hearing impaired individual cannot hear, it is important not to assume that a person will or will not hear or understand something. The hearing impaired person's skills at speechreading and perceiving and understanding sounds and words can only be determined on an individual basis.

Except for the inability to hear, hearing impaired persons learn and function in much the same way as do other people. The important issue is that the subject matter to be taught is presented in the appropriate manner; that is, in a way the student will be able to receive and assimilate the information. Like all students, hearing impaired individuals have their own unique characteristics, interests, and ways of learning. They should be provided the same opportunities and experiences as are other students. This, as with all students, should be based on their individual strengths, abilities, and interests.

1. Make the most of body language - use it appropriately;
2. Face hearing impaired individual when speaking;
   - avoid facing blackboard while speaking,
   - speak slowly and distinctly - but do not over enunciate;
3. Encourage student to sit in appropriate locations;
4. Create an atmosphere which provides the same opportunity to participate as hearing students;
5. Provide written materials of lessons;
6. Provide an interpreter if necessary (sign language or oral interpreter but do not automatically assume they need one);
7. Encourage student to choose a buddy to assist in getting information, assignments, etc.;
8. Be aware of the functions of a hearing aid (amplification versus clarity);
9. Know the types of communication preferred by the student and use it. **Ex:** signing, lip reading, both, etc;
   a. for formal learning situation,
   b. for informal conversation (they may be different)
10. If you do not understand a student's speech, let him/her know;
11. Teacher should be aware of techniques used to accommodate deaf/hearing impaired individuals (**Ex:** TTY, flashing lights);
12. Direct lessons towards methods or techniques utilizing other sensory modalities to supplement auditory learning. This might require creative curriculum material or development.

Guidelines for Instructing Physically Handicapped Students

Physically disabilities can be the result of a wide range of conditions or incidents. Teaching strategies for instructing physically disabled students will vary according to the impact of the disability on the individual student. Physical disabilities can range from those that require only accommodations for the individual who uses a wheelchair to a person with a physical disability who has other disabilities that have a major effect on the student's learning potential. It is important that a teacher work with each student individually to determine how he or she learns best and what specific modifications he or she needs. The following list suggests some general guidelines that have been found helpful in working with students who use wheelchairs or have difficulty in using their arms and legs:

1. Arrange the classroom to allow easy movement of the wheelchair in and around the room;
2. Modifications on door handles or other hardware can be made to accommodate students who have limited use of hands and arms;
3. Adaptive typewriters and other equipment can be used with students who have limited use of arms or hands;
4. When communication disorders accompany a student's disability, be a patient listener. Don't be afraid to ask the student to repeat words and sentences;
5. Do not make assumptions about what students want or need, ask them;
6. Don't assume that students do not understand what is happening because they have difficulty communicating.

Guidelines for Instructing Students With Learning Disabilities

The term learning disabilities has become an umbrella term to describe a wide range of learning disabilities and learning styles. The term learning disabilities gives the teacher very little information about the student. Students with learning disabilities can have all or some of the following characteristics:

- Perceptive Disorders - Perception is the cognitive process that is used in comprehension, understanding, and organization of what one sees or hears. This process helps students make sense of the visual and auditory stimuli that they receive. When there is an impairment of the process, the student can misinterpret that visual or auditory stimuli.

- Receptive Language Disorders - Receptive language is acquired through visual and auditory means. In other words, students are able to understand the spoken and written word through their receptive language system. Problems in auditory reception affects the development of expressive language. Impairment of the visual reception channel will cause the student to have problems in transferring what he/she hears into written symbols. Disorders in the two channels affect the student's ability to process language.

- Conceptualization Disorders - Conceptualization is the ability to organize, abstract, generalize, and categorize information. The ability to conceptualize involves a complete process of sensory interactions. Students who lack the ability to conceptualize have difficulty recognizing the relationship among experiences and incidents as well as understanding abstract concepts.

- Non-verbal Communication Disorders - Non-verbal communication disorders include sensory-motor integration and self-to-others relationships. Students with sensory motor impairments often appear uncoordinated and disoriented. They experience difficulty in writing, drawing, and gross motor activities. The disorientation resulting from this disorder causes psychological stress that causes the **student** to lack self-confidence in himself or herself. The students' ability to understand their relationship to others is also affected by disorders in non-verbal communication. They seem not to understand gestures and body language which causes them to misinterpret the behaviors of themselves and others. This student might not understand the rules people set up for interactions with one another. For instance, this student might behave in a rude or impolite way to other persons without realizing why the person became angry or insulted. The self-monitoring skills are also commonly impaired. When this skill is affected, the student will demonstrate poor social skills and immature behavior. They can be distractable, inhibited, hyperkinetic, and over stimulated.

When working with the learning disabled student, it is important to get to know the individual student well. Examine evaluation data but do not rely on that information alone. Find out through working directly with that student the teaching strategy that works best for him or her. The guidelines that are listed below have been recommended by teachers who have had experience in working with learning disabled students.

1. Keep the instructions simple and sequential;
2. Use a step-by-step approach in giving directions;
3. Use examples and give demonstrations whenever possible;
4. Repeat and reword explanations and definitions;
5. Provide alternative methods of doing assignments;
6. Use the modality in which the student is most comfortable when giving a test;
7. Put assignments, tests, notes and books on tape whenever appropriate;
8. Use both visual and written presentations whenever possible;
9. Break down activities and assignments into steps.

Guidelines for Instructing Mentally Retarded Students

Mentally retarded students vary widely in their intellectual, physical, behavioral, and emotional characteristics. At the same time they share some common characteristics. While the same basic considerations and strategies for working with all students apply to mentally retarded students, additional ones are needed to accommodate the unique problems of the mentally retarded learner. Mentally retarded learners have a reduced capacity for absorbing academic materials that can range from very low to moderate. Their rate of learning is also reduced. When working with mentally retarded students, it is important to present lessons and activities simply and allow for longer periods of time to cover those lessons and activities. Teachers who have worked with mentally retarded learners have found the following suggestions effective:

1. Use hand-on activities and experiences whenever possible;
2. Use a limited number of activities that require reading;
3. Be repetitive in what you say and do;
4. Break learning tasks into subparts;
5. Break learning tasks into sequential steps;
6. Be sure a step has been well learned before proceeding to another;
7. Provide immediate feedback;
8. Reinforce positive behavior;
9. Use a variety of learning activities during a class period;
10. Select interesting and attractive materials;
11. Arrange for as small a teacher-pupil ratio as possible;
12. Be patient and allow the student to work at his/her own pace.

Guidelines for Instructing Emotionally Impaired Students

Individuals with emotional impairments differ widely in their disabilities and the behaviors associated with them. Some of the common problems among persons with emotional impairments are in the area of personal-interpersonal relations, general coping with everyday situations and behavior control. Problems in any of these areas can dramatically interfere with the students learning, as well as, that of their peers. In order to develop an effective strategy for working with a student who is emotionally impaired, a teacher must get to know the student well. You need to know the nature of th student's specific problem, how it affects his/her behavior and what his/her areas of strengths are. A teaching strategy can then be developed to accommodate his or her individual needs. Based on the recommendations of teachers who have worked with students with emotional impairments, these guidelines have been found to be successful teaching strategies:

1. Provide a calm and positive environment;
2. Provide a structured environment but allow for flexibility;
3. Allow for the smallest possible teacher student ratio;
4. Reward and reinforce positive behavior;
5. Provide immediate feedback to the student;
6. Pace classroom activities to allow for variety to accommodate students with short attention spans, frustration points, and interests;
7. Teacher and peer proximity are important factors in behavior control. Determine what is most effective for your class;
8. Set clear limits for student behavior;
9. Be sure your behavior management system is clear to the student - i.e., when a behavior occurs, the consequence is this;
10. Select activities that will assist in the development of the student's self-esteem.

THE CURRICULUM

Introduction

The Curriculum contains the basic information that is needed to teach the competencies students will need to know to function effectively and independently as adults in society. A three digit system is used to identify the units, goals and objectives. For example: 3.2.1 = Unit three (Education), Goal 2, Instruction Objective 1. The first number represents the unit, the second the goal, and the third the objective.

There are eight instructional units that make up the curriculum. The first unit, Life Functioning Systems, covers basic civil rights, the problems handicapped individuals face in achieving their rights and the role of advocacy in securing one's rights. This unit can be used as an introduction to the curriculum or as an independent unit to make students aware of their basic rights and the life functioning systems they will need to use as adults to function effectively in society. The second unit, Application of Advocacy, is designed to teach students how to apply advocacy to an individual system such as housing or recreation. It can be used after a unit on a life functioning system has been completed or as a culminating activity after several units have been taught.

The remaining units are on the six life functioning systems - Education, Employment, Housing, Transportation, Recreation, and Social Services. These units have been developed to teach students the background information on the system and to acquaint them with the legislation related to it. It also provides the student with information on the status of handicapped individuals in using that system.

The individualized lessons within the units are structured to provide the teacher with strategies for teaching what is contained in the units. Each lesson includes the goal, instructional objective, suggested activities, teaching tips, resources, and evaluation techniques. The suggested activities and teaching tips are designed to be used as guides. All activities and teaching tips may be appropriate for some users while only parts may be appropriate for others. Three or four activities that increase in levels of difficulty are suggested for each objective. Teachers who are working with academically advanced students may want to use intermediate and advanced activities, while those working with other students mights select the beginning level activities. Likewise, teaching tips would depend on the level of the work to be done on the individual unit.

CURRICULUM GOALS AND OBJECTIVES

UNIT 1.0.0 — ADVOCACY IN THE LIFE FUNCTIONING SYSTEMS

Learning Goal

1.1.0 The student will learn about basic civil rights and how they apply to disabled individuals.

Instructional Objective

1.1.1 The student will identify the various systems in our society (e.g., housing, transportation).

1.1.2 Within each system, the student will define and list examples of basic civil rights of everyone.

1.1.3 The student will explain why everyone is entitled to the same basic civil rights.

1.1.4 The student will explain the difference between basic rights and individual advantages.

1.1.5 The student will describe what has been done to ensure civil rights and will provide examples (e.g., Civil Rights Act of 1964, Older Americans Act, etc.).

1.1.6 The student will identify Section 504 of the Rehabilitation Act of 1973 as a specific law that ensures equal rights to disabled people.

1.1.7 The student will explain the intent of Section 504 by stating why the law was passed.

1.1.8 The student will identify the basic provisions of Section 504.

1.1.9 The student will describe the expected benefits of the law for both disabled and nondisabled persons.

1.1.10 The student will describe the responsibilities of various groups in complying with the law.

1.1.11 The student will describe the procedures used to ensure that Section 504 is enforced and will state the consequences of noncompliance.

1.1.12 The student will identify where more information about Secion 504 can be obtained.

Learning Goal

1.2.0 The student will learn about the problems disabled people may have in achieving equal rights.

Instructional Objectives

1.2.1 The student will identify one area within each system where there may not be equal rights and will explain the inequality for at least three persons with different handicapping conditions.

1.2.2 The student will hypothesize why some people, and in particular, disabled persons, may be denied basic civil rights.

1.2.3 The student will identify at least two myths that may exist about disabled people.

1.2.4 The student will suggest ways to dispel myths about disabled people.

1.2.5 The student will explain why disabled people must work on their own behalf to ensure their rights.

Learning Goal

1.3.0 The student will understand the meaning of advocacy and the procedures required to ensure equal rights for disabled individuals.

Instructional Objectives

1.3.1 The student will define advocacy.

1.3.2 The student will state the purpose of advocacy and why it is important.

1.3.3 The student will describe the role and function of an advocate.

1.3.4 The student will state the desired outcomes of the advocacy efforts.

1.3.5 The student will identify the skills needed to be an effective advocate.

1.3.6 The student will identify resources (people, agencies, organizations) that may assist in the advocacy efforts.

UNIT 2.0.0 — APPLICATION OF ADVOCACY TO THE INDIVIDUAL SYSTEM

Learning Goal

2.1.0 The student will understand the meaning of advocacy and the procedures required to ensure equal rights for disabled persons in a specific system.

Instructional Objectives

2.1.1 The student will explain what needs to be done to meet the needs of disabled persons in a specific system.

2.1.2 The student will describe the role of an advocate in meeting the needs of disabled persons in a specific system.

2.1.3 The student will identify the desired outcomes of the advocacy efforts in a specific system.

2.1.4 The student will identify the advocacy skills needed to gain access to a specific system.

2.1.5 The student will identify resources (people, organizations, media materials, literature) needed for advocacy efforts.

2.1.6 The student will compare the roles and functions of advocates for different systems.

UNIT 3.0.0 — EDUCATION

Learning Goal

3.1.0 The student will acquire background information on education for disabled individuals.

Instructional Objectives

3.1.1 The student will explain why all aspects of the educational system (programs, services, activities) should be accessible to everyone.

3.1.2 The student will identify the laws that ensure the right of disabled individuals to an education (Education for All Handicapped Children Act, 1975, Vocational Education Act, 1963) and will identify to whom the laws apply.

3.1.3 The student will explain the intent of the laws by stating why each law was passed.

3.1.4 The student will state the basic provisions of the two laws.

3.1.5 The student will describe the expected benefits of the laws for different groups (e.g. disabled students, teachers, school administrator, state education agencies, etc.).

3.1.6 The student will describe the responsibilities of different groups in complying with the laws.

3.1.7 The student will describe the procedures for implementing the laws and state the consequences of noncompliance.

3.1.8 The student will identify where more information about the laws and the rights of disabled persons to equal education can be obtained.

Learning Goal

3.2.0 The student will understand the education system as it exists for disabled individuals and the problems related to gaining access to education.

Instructional Objectives

3.2.1 The student will explain the concept of "free and appropriate education."

3.2.2 The student will give examples of education barriers for at least three persons with different handicapping conditions.

3.2.3 The student will describe education accommodations needed by at least three persons with different handicapping conditions.

3.2.4 The student will state the current education needs of disabled individuals and will explain the difficulties in fulfilling those needs.

3.2.5 The student will state possible reasons for discrimination in the education system against disabled persons.

UNIT 4.0.0 — EMPLOYMENT

Learning Goal

4.1.0 The student will acquire background information on employment for disabled individuals.

Instructional Objectives

4.1.1 The student will explain why all qualified persons should have the right to employment.

4.1.2 The student will identify the law that ensures the right of disabled individuals to employment (The Rehabilitation Act of 1973) and will identify to whom the law applies.

4.1.3 The student will explain the intent of the employment law by stating why it was passed.

4.1.4 The student will state the basic provisions of the law.

4.1.5 The student will describe the expected benefits of the law for different groups (e.g., disabled persons, employers, etc.).

4.1.6 The student will describe the responsibilities of different groups in complying with the laws.

4.1.7 The student will describe the procedures used to ensure that the law is enforced and will state the consequences of noncompliance.

4.1.8 The student will identify where more information about the laws and the rights of disabled persons to employment can be obtained.

Learning Goal

4.2.0 The student will understand the employment system as it exists for disabled individuals and the problems related to employment.

Instructional Objectives

4.2.1 The student will explain the concept of equal employment opportunity.

4.2.2 The student will give examples of employment barriers for at least three persons with different handicapping conditions.

4.2.3 The student will describe employment accommodations needed by at least three persons with different handicapping conditions.

4.2.4 The student will state current employment needs of disabled individuals and will explain the difficulties, if any, in fulfilling those needs.

4.2.5 The student will state possible reasons for employment discrimination against disabled persons.

UNIT 5.0.0 — HOUSING

Learning Goal

5.1.0 The student will acquire background information on housing for disabled individuals.

Instructional Objectives

5.1.1 The student will explain why housing should be accessible to everyone.

5.1.2 The student will identify the two laws that assist disabled persons in gaining access to the housing system (Housing and Community Development Act of 1974, Housing Authorization Act of 1976) and will identify to whom the laws apply.

5.1.3 The student will explain the intent of the two housing laws by stating why each law was passed.

5.1.4 The student will state the basic provisions of the two laws.

5.1.5 The student will describe the expected benefits of the laws for different groups (e.g., disabled persons, housing providers, building contractors,etc.).

5.1.6 The student will describe the responsibilities of different groups in complying with the laws.

5.1.7 The student will describe the procedures used to ensure that the laws are enforced and will state the consequences of noncompliance.

5.1.8 The student will identify where more information about the laws and the rights of disabled persons to equal housing can be obtained.

Learning Goal

5.2.0 The student will understand the housing system as it exists for disabled individuals and the problems related to gaining access to housing.

Instructional Objectives

5.2.1 The student will explain the concept of barrier-free housing.

5.2.2 The student will give examples of housing barriers for at least three persons with different handicapping conditions.

5.2.3 The student will describe housing accommodations needed by at least three persons with handicapping conditions.

5.2.4 The student will state the current housing needs of disabled individuals and will explain the difficulties, if any, in fulfilling those needs.

5.2.5 The student will state possible reasons for housing discrimination against disabled persons.

UNIT 6.0.0 — TRANSPORTATION

Learning Goal

6.1.0 The student will acquire background information on transportation for disabled individuals.

Instructional Objectives

6.1.1 The student will explain why transportation should be accessible to everyone.

6.1.2 The student will identify the three laws that ensure accessible transportation to disabled individuals (Urban Mass Transportation Assistance Act of 1970, Federal Aid Highway Act of 1973, National Mass Transportation Assistance Act of 1974) and will identify to whom the laws apply.

6.1.3 The student will explain the intent of the 3 transportation laws by stating why each law was passed.

6.1.4 The student will state the basic provisions of the 3 laws.

6.1.5 The student will describe the expected benefits of the laws for different groups (e.g., disabled individuals, transit system planners, drivers, etc.).

6.1.6 The student will describe the responsibilities of different groups in complying with the laws.

6.1.7 The student will describe the procedures used to ensure that the laws are enforced and will state the consequences of noncompliance.

6.1.8 The student will identify where more information about the laws and the rights of disabled persons to accessible transportation can be obtained.

Learning Goal

6.2.0 The student will understand the transportation system as it exists for disabled individuals and the problems related to gaining access to transportation.

Instructional Objectives

6.2.1 The student will define the concept of accessible transportation.

6.2.2 The student will give examples of inaccessible transportation for at least three persons with different handicapping conditions.

6.2.3 The student will describe transportation accommodations needed by at least three persons with different handicapping conditions.

6.2.4 The student will state the current transportation needs of disabled individuals and will explain the difficulties, if any, in fulfilling those needs.

6.2.5 The student will state possible reasons for transportation discrimination against disabled persons.

UNIT 7.0.0 — HUMAN AND SOCIAL SERVICES

Learning Goal

7.1.0 The student will acquire background information on human and social services for disabled individuals.

Instructional Objectives

7.1.1 The student will explain why human and social services should be available to everyone in need.

7.1.2 The student will identify the law that relates to human and social services for disabled individuals. (Social Security Act, 1974.)

7.1.3 The student will explain the intent and the basic provisions of the law that ensures the participation of disabled persons in human and social services.

7.1.4 The student will describe the expected benefits of the Social Security Law for different groups of disabled persons, society, etc.

7.1.5 The student will describe the responsibilities of different individuals and agencies in providing services to disabled persons.

7.1.6 The student will describe the procedures for acquiring social services as provided by the Social Security Law.

7.1.7 The student will identify where more information about the law and the social service system can be obtained.

Learning Goal

7.2.0 The student will understand the human and social service system as it exists for disabled individuals and the problems related to adequate services.

Instructional Objectives

7.2.1 The student will describe programs and services that are provided by social services.

7.2.2 The student will identify specific accommodations and assistance that are needed by at least three persons with different handicapping conditions.

7.2.3 The student will describe current social and human services that are needed by disabled persons and will explain the difficulties, if any, in fulfilling these needs.

UNIT 8.0.0 — RECREATION

Learning Goal

8.1.1 The student will acquire background information on recreation and leisure activities for disabled individuals.

Instructional Objectives

8.1.1 The student will explain why recreation and leisure activities should be accessible to everyone.

8.1.2 The student will identify the law that relates to recreation and leisure activities for disabled individuals.

8.1.3 The student will explain the major provisions of the laws that ensure participation of handicapped persons in recreation and leisure activities.

8.1.4 The student will describe the benefits of accessible recreational and leisure activities to different groups. (Disabled individuals, society, etc.)

8.1.5 The student will describe the responsibilities of different individuals and agencies for providing accessible recreational and leisure facilities and activities to disabled individuals.

8.1.6 The student will describe the procedures for acquiring access to recreational and leisure activities.

8.1.7 The student will identify where more information about the law and the rights of disabled persons to recreation and leisure activities can be obtained.

Learning Goal

8.2.0 The student will understand the recreation system as it exists for disabled individuals and the problems related to gaining access to recreation.

Instructional Objectives

8.2.1 The student will explain the concept of accessibility as it relates to recreation and leisure.

8.2.2 The student will give examples of recreation barriers for at least three persons with different handicapping conditions.

8.2.3 The student will describe accommodations in recreation and leisure activities needed by at least three persons with different handicapping conditions.

8.2.4 The student will identify the current recreation and leisure activity needs of disabled individuals and explain the difficulties of fulfilling those needs.

8.2.5 The student will state possible reasons for discrimination against disabled persons in recreation and leisure activities.

ADVOCACY AND THE LIFE FUNCTIONING SYSTEMS

This unit constitutes the basis of this curriculum. It is an introduction and overview of what is contained in the entire curriculum. It introduces the student to the systems they will need to use to function effectively in society. The life functioning systems that have been identified for this curriculum are education, employment, housing, transportation, human and social services and recreation. These represent the major service systems that are used to maintain and enhance the lives of people on a daily basis. This unit provides the students with an opportunity to become aware of their basic rights and the laws that ensure equality for diabled individuals. They will understand the basic provisions of The Rehabilitation Act of 1973 (P.L. 93-112, as amended), the civil rights legislation for disabled individuals, and the procedures that exist to ensure compliance. In addition, the students will learn about their responsibilities for ensuring that their rights are secured and some of the strategies for meeting their responsibilities. Specific questions to be addressed in this unit are the following:

- What are the specific rights of American citizens and how do they apply to handicapped individuals?
- What problems confront disabled individuals in achieving equality?
- How does advocacy serve to ensure the rights of disabled individuals?

After a study of this unit, students will have a better understanding of what they must do to gain access to the various systems in society.

BACKGROUND INFORMATION

The Life Functioning Systems

• education	- the system which provides people with the opportunity to learn things.
• employment	- the system which provides the opportunity for people to earn money in exchange for work or service they can give.
• housing	- the system which provides people with shelter against weather.
• transportation	- the system which allows people to move from one place to another.
• human and social services	- the system which helps people who have a hard time in our society because they have difficulty in taking care of their basic needs.
• recreation	- the system which provides people with a way to spend leisure and free time.

Legislation to ensure the rights of disabled individuals

The Rehabilitation Act, 1973 (P.L. 93-112, as amended). Section 504 of this act is the civil rights law for disabled individuals. It states:

> "No otherwise qualified handicapped individual in the United States — shall solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any executive agency or by the United States Postal Service."

The first Federal civil rights mandate provides protection to handicapped individuals against discrimination in federally funded programs. It is an important tool for helping disabled people take their place in the mainstream of society.

Who is covered under this law?

Section 504 is part of the Rehabilitation Act of 1973, as amended. Although much of this act is directed toward equality of employment opportunities, the nondiscrimination mandate applies to all systems in our society. It applies to any individual who has a physical or mental impairment which substantially limits one or more of that person's major life activities; has a record of such an impairment; or is regarded as having such an impairment.

How is eligibility for a program determined?

A "qualified" handicapped person is one who meets the essential eligibility requirements for a position or service. For example:

- for employment, a qualified handicapped person is one who can perform the essential functions of the job in question with reasonable accommodation;
- for public educational services, one is qualified if he meets the age criteria for services; and
- for post-secondary and vocational education services, one is qualified if he meets the academic and technical standards for admission and/or participation in the program.

Who is prevented from discriminating?

All recipients of Federal funds, as well as the United States government and Postal Service. These include state and local governments, school districts, any private service agency which is funded by a state or local government, universities, and any other organization which receives money from the Federal government. Any program funded in whole or in part by Federal funds apply under the provisions of Section 504.

Considering the scope of Federal involvement in social services, the importance of this anti-discrimination mandate become apparent. For example, in the Section 504 regulations, the following areas are covered:

- employment practices,
- physical accessibility to programs,
- pre-school, elementary, and secondary education,
- post-secondary education, and
- health, welfare, and social services.

Section 504 applies to all Federal department programs, including housing, transportation, and labor. Recipients of Federal funds for any of these activities are prevented from discriminating against handicapped persons.

Problems Confronting Disabled Individuals in Achieving Equal Rights

There are four categories of barriers that confront disabled individuals in society. They are: architectural, attitudinal, educational, and occupational.

Architectural Barriers represents a major barrier to individuals who are mobility and sensory impaired. If people are unable to get into or around in buildings, it cuts them off from participation in the many programs, activities and services that exist in our society. Check architectural barriers that exist in your community. Architectural barriers include steps, side walks without ramps, doors that are too small for wheelchairs and lack of visual and auditory signals.

Attitudinal Barriers have a powerful influence on the integration of disabled individuals in the society. While nondisabled people express neutral to positive feelings toward disabled individuals, research and behaviors indicate contradictory attitudes. Disabled individuals are generally not selected when choices are made in social situations. They are often ignored and avoided. Since attitudinal barriers influence behavior they often determine whether or not disabled individuals will achieve in education, and participants in the various other systems.

Educational Barriers continue to confront disabled students at all levels. Segregation of students, attitudes of educators, lack of appropriate support services, lack of adequately trained teachers, and architectural barriers result in poor educational services for disabled individuals.

Occupational Barriers are illustrated through frequent unemployment, underemployment and stereotypical job placements of handicapped individuals. Lack of employment opportunities is a critical issue due to the relevance of employment participation in all other systems.

Much needs to be done to ensure that disabled citizens receive equality in society. To ensure that recent legislation is enforced, disabled individuals must be knowledgeable about their needs and their rights. They must be willing to be advocates for their cause.

160

What is Advocacy?

Advocacy means speaking and/or acting on behalf of oneself, another individual, a group, or groups. The person or persons who speak or act out on behalf of the desired goal is called the advocate. An advocate can be a person, several persons, or a group.

Advocacy has been used as an effective strategy for bringing about change throughout history. The civil rights movement of the sixties is a good example of how advocacy works in bringing about change. Martin Luther King, a leading advocate during the sixties, organized demonstrations and rallies, spoke around the country to groups and law makers about the injustices blacks faced in our country. He organized black people and provided them with information about their rights and how to gain access to many of the systems to which they had been excluded. Gloria Steinem, an advocate for women, is another recent advocate who was able to bring about social change. She spoke out in public and private meetings about the injustices women experienced in this country.

Many types of advocacy exist. These include legal advocacy, a type of advocacy that involves a person knowledgeable about legislation and litigation taking on the cause of consumers to protect them. The ombudsmanship is another form of advocacy. In this type, a person is responsible for investigating grievances of individuals and interceding on behalf of that person. Systems advocacy is a type of advocacy that involves influencing the social and political systems to change for the benefit of groups of people. The goal of this type of advoacy is to change the system to accommodate groups that have been excluded. Still another type of advocacy is citizen advocacy. In citizen advocacy, volunteers serve as advocates for individuals.

This type of advocacy is needed until individuals are able to advocate for themselves. Self-advocacy involves individuals taking control of their cause by becoming aware of their needs, learning what their rights are and developing skills to assert those rights. That is the ultimate goal of all advocacy.

The role and function of an advocate will vary from one situation to another. The role and function of an advocate include the following activities:

1. Identifying the needs of the person being represented.
2. Identifying the goals and objectives of the advocacy efforts.
3. Bringing about the awareness of the needs of the person being represented to the appropriate individuals.
4. Recommending a strategy for resolving the problem.
5. Acting on behalf of the client or clients to appropriate officials, individuals and the public.

When is Advocacy Needed?

- When the rights or privileges of a person or persons are being violated.
- A person belongs to a group that has a history of being discriminated against.

- When new laws are being enacted or policies are being changed.
- New services, programs, and activities are being created.

What Skills are Needed to be an Effective Advocate?

Special knowledge and skills are needed to be an effective advocate. This is not to say that a good advocate must have extensive formal education to be effective. An effective advocate needs to be knowledgeable in the area in which he or she advocates. They need to be aware of the problems that exist and what changes are needed to eliminate the problem. In other words, an understanding of the need for advocacy in the specific situation must be clear. In addition, knowledge of legislation related to the area for which you advocate is important. The effective advocate should be aware of the various resources available to assist in the case.

Specific skills are also needed to be an effective advocate. Good communication skills are important. To be effective, advocates must be able to communicate to others what they want and think. Equally important is the skill to listen and understand what others are attempting to communicate to them. While grammar, pronunciation and vocabulary are good skills in the communication process, being able to express simply what you want or think in your own way is more important.

Assertiveness is another important skill for an advocate. Effective advocates must be able to express themselves openly and honestly. It means expressing opposing and sometimes unpopular opinions without personally offending your listeners. Just because a person lacks these skills does not mean that he/she is hopeless as an advocate. These skills can be learned and practiced. Activities in this curriculum have been designed for that purpose.

UNIT 1.0.0 — ADVOCACY IN THE LIFE FUNCTIONING SYSTEMS

GOAL 1.1.0 — The student will learn about basic civil rights and how they apply to disabled individuals.

INSTRUCTIONAL OBJECTIVE 1.1.1 — The student will identify the various systems in our society (e.g., housing, transportation).

Suggested Activities	**Teaching Tips**
• Make a bulletin board with many pictures illustrating the various systems in our society (e.g., include all types of transportation, housing units, etc.).	• Discuss theme of bulletin board with students. • Have students draw or find pictures for the bulletin board. • Ask some students to volunteer to put bulletin board together.
• Interview people in the community who are involved in the systems in our society (e.g., bus driver for transportation, real estate agent for housing) to learn more about the system and why it is important in one's life.	• Discuss purpose of interview and interview techniques. • Make list of people who are involved in the various systems. • Develop form for students to use during interview in order to write responses. • Have students role play interview situations. • Have students write a paper describing the results of the interview.
• Write a story to describe our society if we had to live without some of the systems.	• Discuss how the systems have changed over the years. • Have students write their stories using one or more systems. • Ask students to volunteer to read their stories to the class or provide students with the opportunity to read other students' stories (e.g., duplicate them, post the stories, or exchange stories in class).

Resources	**Evaluation**
• Trade magazines • Newspapers	• The student will list the six life functioning systems that help individuals function in our society.

UNIT 1.0.0 — ADVOCACY IN THE LIFE FUNCTIONING SYSTEMS

GOAL 1.1.0 — The student will learn about basic civil rights and how they apply to disabled individuals

INSTRUCTIONAL OBJECTIVE 1.1.2 — Within each system, the student will define and list examples of basic civil rights of everyone.

Suggested Activities	**Teaching Tips**
• Construct a chart, writing the system across the top and listing basic civil rights in each column under the appropriate system.	• Discuss activity with class. Have students name the systems that should be listed across the top of the chart. • Discuss the meaning of basic civil rights. • Students should name the basic civil rights and indicate in which column(s) they belong. • Have students copy the chart. • Do a matching activity (e.g., match system with basic civil right).
• From a list of characteristics of each system, indicate which ones are basic civil rights (e.g., shelter against the elements is a basic right, a 3-bedroom house is an advantage).	• Develop a list of characteristics of each system. • Discuss the difference between a right and an advantage. Give examples. • Review list with students. Categorize the list by basic civil right or advantage. • Can students provide more examples?
• Do a research study of how basic civil rights within each system may have changed throughout the years.	• Discuss purpose of research. Review library and research skills. • Students may want to concentrate on one or more systems. Give students time to use the library. • Develop a format for the research papers (i.e., introduction, main body of paper, conclusion). • Hold a reading period to give students an opportunity to read each other's papers.

Resources	**Evaluation**
• Poster board or large sheets of paper.	• The student will define basic civil rights and will list one example of a basic civil right of an individual in each system.

UNIT 1.0.0 — ADVOCACY IN THE LIFE FUNCTIONING SYSTEMS

GOAL 1.1.0 — The student will learn about basic civil rights and how they apply to disabled individuals.

INSTRUCTIONAL OBJECTIVE 1.1.3 — The student will explain why everyone is entitled to the same basic civil rights.

Suggested Activities	**Teaching Tips**
• Role play one situation where a person has his or her basic civil rights and one situation where he or she does not. Compare the two situations. Discuss the feelings of the person without civil rights compared to those of the person with them.	• Select role play situations. • Discuss purpose of role play. Ask students to volunteer for role play. • Review role play procedures: - establish the situation: who, where, what, when, why - role play for 3-5 minutes. - observe: how the situation was handled; whether the problem was solved; alternative responses and solutions.
• Write a letter to the editor on why everyone is entitled to the same basic civil rights.	• Discuss the purpose of letters to the editor. • Develop sample format for letter-writing. • Discuss why everyone is entitled to the same basic civil rights. • Review letters with students before mailing. Display copies of the letters. • Have students watch for published letters in the newspaper. • Have students read letters to the editor in the local newspaper or magazine.

Resources	**Evaluation**
• Sample letters to the editor from a local newspaper or magazine.	• The student will state at least two reasons (orally or in writing) why everyone is entitled to the same basic civil rights.

UNIT 1.0.0 — ADVOCACY IN THE LIFE FUNCTIONING SYSTEMS

GOAL 1.1.0 — The student will learn about basic civil rights and how they apply to disabled individuals.

INSTRUCTIONAL OBJECTIVE 1.1.4 — The student will explain the difference between basic rights and individual advantages.

Suggested Activities	Teaching Tips
• Discuss whether selected characteristics are rights or advantages and why.	• Make a list of different characteristics of each system. • Present the list to the students and have them categorize them by advantage or basic right and explain why they go under that category. • Students can write a short paper describing the difference between an advantage and basic right.
• Do a cue sort.	• Write characteristics of each system on separate pieces of paper or index cards. • Have students sort them into 2 piles: (1) basic rights, and (2) advantages. • This can be done as a game with teams. Break the class into two groups. One person from each group gets a chance to categorize one characteristic. Continue until all characteristics are categorized. The team with the most points (characteristics categorized correctly) wins.
• Do a research study to determine whether the concept of basic civil rights has changed throughout the years, i.e., whether what was once called an advantage is now a basic civil right and vice versa.	• Discuss methods and purpose of research. • Review library and research skills. • Students may want to concentrate on one or two basic civil rights. • After research is completed, hold a discussion on whether the concept of basic civil rights has changed over the years. Ask students to cite examples from their reports.

Resources	Evaluation
• Index cards or small pieces of paper.	• The student will give two examples showing the difference between basic rights and individual advantages.

UNIT 1.0.0 — ADVOCACY IN THE LIFE FUNCTIONING SYSTEMS

GOAL 1.1.0 — The student will learn about basic civil rights and how they apply to disabled individuals.

INSTRUCTIONAL OBJECTIVE 1.1.5 — The student will describe what has been done to ensure civil rights and will provide examples (e.g., Civil Rights Act of 1964, Older Americans Act, etc.).

Suggested Activities	**Teaching Tips**
• Listen to a guest speaker explain how a civil rights law affected his or her life.	• Select speaker. • Invite speaker. Explain topic of presentation. Cite place, time, date. • Discuss topic with students. Talk about some of the questions they might ask the speaker. • After the presentation, hold a question and answer session.
• Contact Federal or local agencies to ask what has been and will be done to ensure civil rights for particular groups and/or for everyone.	• Identify appropriate agencies to contact. • Review letter-writing techniques using sample letters. • Develop form letters (students can write their own or the entire group can write one together). • Keep records of agencies written to and the return response. Students can track and do follow-up.
• Choose one example of a law that has been passed to ensure civil rights and write a report about it or present an oral report. Describe the law, why it was passed, its effects, and if possible, the atmosphere of the times that influenced its passage.	• Discuss several civil rights laws briefly. • Provide students with a list of civil rights laws. • Students can select the law they want to research. • Develop a chart on different laws, when passed, and why it was passed.
• Write a case history to illustrate a person's life before and after the passage of a civil rights law that affected his or her life.	• Discuss case histories with students. Provide them with examples. • Review civil rights laws. Discuss some examples of how they have affected people they know. • Compile all case studies written and give everyone copies.

Resources	**Evaluation**
• Copies of different civil rights or abstracts of laws.	• The student will give two examples of what has been done to ensure civil rights.

UNIT 1.0.0 — ADVOCACY IN THE LIFE FUNCTIONING SYSTEMS

GOAL 1.1.0 — The student will learn about basic civil rights and how they apply to disabled individuals.

INSTRUCTIONAL OBJECTIVE 1.1.6 — The student will identify Section 504 of the Rehabilitation Act of 1973 as a specific law that ensures equal rights to disabled people.

Suggested Activities	Teaching Tips
• Complete a matching exercise, matching Section 504 with its description (ensures equal rights to disabled people).	• Develop cards or handouts. See if students can select the correct provisions which relate to Section 504. • **Ex:** Applies to disabled people, ensures equal rights passed in 1973, etc.
• Complete vocabulary activities defining terms related to Section 504 (e.g., accessibility, accommodations, handicap, etc.).	• Discuss vocabulary words — showing where and how they are used in Section 504. • Have students look up vocabulary words in dictionary. Write the definition of each word on an index card. They can develop an index card file system for vocabulary words. • Have students write each word in a sentence. • Students can use vocabulary words in a story about Section 504. • Give students a quiz matching vocabulary words with their definitions.
• Write a press release about Section 504 naming the law, to whom it applies, and generally what it is about.	• Review Section 504 making a chart to show the name of the law, to whom it applies, and what it is about. • Discuss sample press releases, the purpose of press releases and who gets them. • Students can work on their press releases alone or in groups. • Students may want to send their press releases to the editor of the school newspaper.

Resources	Evaluation
• Federal Register — Nondiscrimination on the Basis of Handicap (May 4, 1977)	• The student will identify Section 504 by naming the law, to whom it applies, and explain, generally, what it is about.

UNIT 1.0.0 — ADVOCACY IN THE LIFE FUNCTIONING SYSTEMS

GOAL 1.1.0 — The student will learn about basic civil rights and how they apply to disabled individuals.

INSTRUCTIONAL OBJECTIVE 1.1.7 — The student will explain the intent of Section 504 by stating why the law was passed.

Suggested Activities	**Teaching Tips**
• Begin a what, who, when, why chart. For the "what" column, list the name of the law; for the "who" column, list who the law was designed for; for the "when" column, indicate when the law was passed; and for the "why" column, explain the intent of the law.	• Students can use copies of the Federal Register, Nondiscrimination on the Basis of Handicap (Section 504) and other resources to assist in completing the chart. • The chart should be placed on the wall. • Each new law will be added.
• Do a research study on the history of why Section 504 was passed.	• Discuss purpose of research. Review research techniques. • Provide students with time to go to the library. • After reports are finished, have students share them with each other.
• Write an editorial explaining why Section 504 was passed.	• Review and discuss newspaper editorials, why and how they are written. • Provide students with a format for writing editorials. • Discuss key vocabulary words. • Students may want to send their editorials to the editor of the school newspaper or local newspaper.
• Pretend you are a congressperson contemplating whether Section 504 should be passed. Write a speech to present to Congress arguing why the law should be passed and what the law is intended to accomplish.	• Discuss how Congress works and how laws are passed. • Discuss public speaking techniques, for whom the speech is meant and for what purpose. • Make a chart on Section 504. Include why the law was passed and what it is meant to accomplish.

Resources	**Evaluation**
• Federal Register - Nondiscrimination on the Basis of Handicap (May 4, 1977) • Poster for the chart	• The student will explain (orally or in writing) the intent of Section 504 by stating why the law was passed.

UNIT 1.0.0 — ADVOCACY IN THE LIFE FUNCTIONING SYSTEMS

GOAL 1.1.0 — The student will learn about basic civil rights and how they apply to disabled individuals.

INSTRUCTIONAL OBJECTIVE 1.1.8 — The student will identify the basic provisions of Section 504.

Suggested Activities	**Teaching Tips**
• Contact local, state and Federal agencies and organizations for information and resources related to Section 504.	• Discuss ways to find resources and what kinds of agencies and organizations might be helpful. • Review vocabulary and letter-writing skills. • Have students hunt for addresses or phone numbers in directories. • Develop track sheet for keeping records of places contacted, when responded, and resources provided. • Keep a reference file of materials and resources received.
• Do a cue sort: write each basic provision of Section 504 on a separate card. Separate these cards from cards with provisions of other laws.	• Review Section 504. • Prepare cards using provisions that were discussed prior to this lesson. • Post cards on bulletin board showing Section 504 and its provisions.
• Review articles about Section 504 and identify its provisions.	• Provide students with a bibliography of articles on Section 504. • Students may wish to review one or more articles. • Have students make a list of the provisions discussed in the articles. • Students can abstract articles. Discuss abstracts and their purpose. Abstracts can be limited to one paragraph discussing the article and provisions mentioned. • Keep records of the articles used and the provisions mentioned.
Resources	**Evaluation**
	• Students will identify at least three basic provisions of Section 504.

UNIT 1.0.0 — ADVOCACY IN THE LIFE FUNCTIONING SYSTEMS

GOAL 1.1.0 — The student will learn about basic civil rights and how they apply to disabled individuals.

INSTRUCTIONAL OBJECTIVE 1.1.9 — The student will describe the expected benefits of the law for both disabled and nondisabled persons.

Suggested Activities	Teaching Tips
• Listen to a panel discussion by guest speakers from various organizations on the benefits and responsibilities of the law.	• Select and invite panelists. • Write letter or call to explain what you want panelists to discuss. • Have students prepare questions for panel. • Allow time for questions and answers during the panel discussion. • Review the benefits and responsibilities of the law with students.
• Interview disabled and nondisabled persons to determine what they think the expected benefits of Section 504 are.	• Discuss interview strategies. • With students, design interview forms. • Have students role play interview situation. • Discuss where to find people to interview. • Students can interview one disabled and one nondisabled person or split into two groups with one group interviewing disabled people, and the other group interviewing nondisabled people. • Have students summarize their responses.
• Carry a notebook around for a few days and record any benefits seen as a result of Section 504 (e.g., curbcuts, braille in elevators,etc.).	• Discuss purpose of notebook and the kind of things to look for. • Students can develop records of what they see (e.g., where and how many curbcuts, where and how many elevators have braille). • Have students create charts of their observations.

Resources	Evaluation
	• The student will describe (orally or in writing) at least three benefits of the law for both disabled and nondisabled people.

UNIT 1.0.0 — ADVOCACY IN THE LIFE FUNCTIONING SYSTEMS

GOAL 1.1.0 — The student will learn about basic civil rights and how they apply to disabled individuals.

INSTRUCTIONAL OBJECTIVE 1.1.10 — The student will describe the responsibilities of various groups in complying with the law.

Suggested Activities	**Teaching Tips**
• Listen to a disabled person describe the responsibilities of disabled people in ensuring compliance with Section 504.	• Select and invite guest speaker. • Discuss with students why disabled people have responsibilities in ensuring compliance with Section 504. • Have students prepare questions for speaker. • Hold informal discussion session with speaker and students after presentation. • Develop a list of responsibilities of disabled people in ensuring compliance with Section 504.
• Construct a chart indicating benefits and responsibilities of various groups in complying with the law.	• Discuss chart with students. Have them decide how it should be set up. • Discuss some of the groups that have responsibilities in complying with the law. • Students may need to do some research to find out more about various groups and their benefits and responsibilities in complying with the law. • Chart should be available to students so they can add to it if they receive more information.
• Write a letter to a hypothetical company or an organization explaining how their responsibilities under Section 504 are or are not being met.	• Review letter-writing format. • Discuss how companies and organizations can have responsibilities under Section 504. Ask students to provide examples of what they might have seen or encountered.

Resources	**Evaluation**
	• The student will list at least one responsibility for each of two groups in complying with the law.

UNIT 1.0.0 — ADVOCACY IN THE LIFE FUNCTIONING SYSTEMS

GOAL 1.1.0 — The student will learn about basic civil rights and how they apply to disabled individuals.

INSTRUCTIONAL OBJECTIVE 1.1.11 — The student will describe the procedures used to ensure that Section 504 is enforced and will state the consequences of noncompliance.

Suggested Activities	**Teaching Tips**
• Make a chart listing the procedures to ensure that Section 504 is enforced and the consequences of noncompliance.	• Discuss chart with students and decide how to set it up. • Give students examples of Section 504 being enforced and examples of the consequences of noncompliance. • Have students provide more examples while completing the chart.
• Compile a list of complaints filed; complaint forms; and court decisions.	• Discuss ways of getting information (e.g., Office For Civil Rights, Public Library, organizations representing disabled people). • Write or call for information. • Keep records of resources and places contacted or called. • Have students summarize information gathered (e.g., summarize each complaint filed).
• From situation cards or pictures with examples of noncompliance, determine the violations and write a letter to the editor of a newspaper on these violations.	• Gather situation cards and pictures from magazines, newspapers, etc. for use with students. • Discuss cards and pictures with students. What violations do they notice? • Review sample letters to the editor. Discuss their purpose and impact. • Review key vocabulary. • Students can select one situation card, picture or find their own to use for their letter to the editor. • The mock letters can be duplicated in newspaper format.

Resources	**Evaluation**
• Federal Register - Nondiscrimination on the Basis of Handicap (May 4, 1977)	• The student will describe at least two procedures to ensure Section 504 is enforced and will state the main consequence of noncompliance (i.e., termination of Federal money).

UNIT 1.0.0 — ADVOCACY IN THE LIFE FUNCTIONING SYSTEMS

GOAL 1.1.0 — The student will learn about basic civil rights and how they apply to disabled individuals.

INSTRUCTIONAL OBJECTIVE 1.1.12 — The student will identify where more information about Section 504 can be obtained.

Suggested Activities	**Teaching Tips**
• Develop a file box of resources about Section 504.	• Discuss purpose of keeping a file box. • Include all resources gathered from past lessons. • Identify local, state and national agencies and organizations and have students write to them for more resources and information. • Have students write a short description of the resources received, where they are located, and briefly, what information they provide. • Review library skills and have students visit a library.
• Visit a library and compile a list of resources about Section 504. Include media materials and literature on the list.	• Review library skills. Discuss which areas to look for in the card catalogue (i.e., law, disability, handicap, civil rights). • Discuss record keeping methods. Students can develop resource boxes using index cards. • Gather lists from students and put them together. Give each student a copy of the comprehensive list.

Resources	**Evaluation**
	• The student will state two places to obtain information on Section 504.

UNIT 1.0.0 — ADVOCACY IN THE LIFE FUNCTIONING SYSTEMS

GOAL 1.2.0 — The student will learn about the problems disabled people may have in achieving equal rights.

INSTRUCTIONAL OBJECTIVE 1.2.1 — The student will identify one area within each system where there may not be equal rights and will explain the inequality for at least three persons with different handicapping conditions.

Suggested Activities	Teaching Tips
• Examine situation cards or pictures with examples of inequalities and identify the inequalities.	• Gather and prepare situation cards or pictures for use with the student. • Discuss what is meant by inequalities. • Have students identify and explain inequalities. • Ask students if they can think of any other inequalities they have seen.
• Role play a person with a disability and the inequalities he or she may encounter in one or more of the systems.	• Select role play situations to use with students. • Prepare questions for role play. • Discuss inequalities and use some examples. Ask students to provide some examples, identifying the system and inequality. • Have students volunteer to participate in role play. • After role play, discuss what happened and why.
• Interview both disabled and non-disabled people to identify inequalities within each system. Compare the responses of the former to the latter group.	• Discuss interviewing techniques. • Have students plan interview form and the kinds of questions to be asked. • Identify people to be interviewed. • Students can summarize the responses they received on a chart.
• Write a letter to a congressperson detailing areas within one or more systems where there are inequalities. If desired, suggest possible solutions to the congressperson.	• Discuss the role and responsibilities of a congressperson. • Discuss and list some areas where there are inequalities and possible solutions. • Identify how to contact or find information about the student's congressperson. • Discuss letter format.

Resources	Evaluation
• You and Your National Government, League of Women Voters	• The student will list 1 inequality within each system for each of two disabilities.

UNIT 1.0.0 — ADVOCACY IN THE LIFE FUNCTIONING SYSTEMS

GOAL 1.2.0 — The student will learn about the problems disabled people may have in achieving equal rights.

INSTRUCTIONAL OBJECTIVE 1.2.2 — The student will hypothesize why some people, and in particular, disabled persons, may be denied basic civil rights.

Suggested Activities	**Teaching Tips**
• Discuss attitudinal barriers that may cause inequalities and list possible strategies for changing the attitudes.	• Prepare situation problems to present to students. See if they can identify the barriers and what is causing them. • Have students list the attitudinal barriers shown in the situation problems. Discuss how they cause inequalities. • Ask students if they can think of other attitudinal barriers. • Discuss some ways to change the attitudes listed.
• Read news articles about cases of discrimination. Try to determine why the discrimination existed.	• Gather and prepare copies of news articles for use with students. • Ask students to identify the discrimination and why it existed. • Discuss other cases of discrimination that students know about • Help students hypothesize about reasons for discrimination.
• Write an editorial on why some people are denied basic rights.	• Discuss purpose of editorials. • Show examples of editorials to students. • Discuss why some people are denied their basic rights. • After students write their editorials, they may want to submit them to the school or local newspaper.

Resources	**Evaluation**
	• The student will explain (orally or in writing) at least one reason why some people, and in particular, disabled persons, may be denied basic civil rights.

UNIT 1.0.0 — ADVOCACY IN THE LIFE FUNCTIONING SYSTEMS

GOAL 1.2.0 — The student will learn about the problems disabled people may have in achieving equal rights.

INSTRUCTIONAL OBJECTIVE 1.2.3 — The student will identify at least two myths that may exist about disabled people.

Suggested Activities	**Teaching Tips**
• Read or tell anecdotes involving disabled people and identify any myths that are revealed.	• Discuss the definition of a "myth." • Gather and prepare anecdotes for the students. Ask students if they can identify any myths. • Discuss why the myths began. What are some of the ways of dispelling the myths? • Have students gather anecdotes that reveal myths to share with other students.
• Interview people to find out stories or myths they have heard about disabled people.	• Discuss interviewing techniques. • Develop form and interview questions with students. • Identify people to be interviewed. • Have students make a list of the stories or myths they heard during the interviews.
• From a list of statements, indicate whether they are myths or facts.	• Discuss the difference between a myth and a fact. • Ask students to give examples of a myth and its facts. • Prepare a list of statements, some of which are myths and some of which are facts. Have students identify whether they are myths or facts. • Students can develop a list of facts and a list of myths.
• Develop a list of interview questions regarding attitudes. Interview disabled and non-disabled people using the questions.	• **Ex:** "Would you find it acceptable to have a disabled person become a member of your club?" Rate on a scale of 1-5, (5 = very acceptable). • Have students summarize the results on a chart.

Resources	**Evaluation**
	• The student will state two myths about disabled people.

UNIT 1.0.0 — ADVOCACY IN THE LIFE FUNCTIONING SYSTEMS

GOAL 1.2.0 — The student will learn about the problems disabled people may have in achieving equal rights.

INSTRUCTIONAL OBJECTIVE 1.2.4 — The student will suggest ways to dispel myths about disabled people.

Suggested Activities	**Teaching Tips**
• Listen to a disabled person discuss the reactions of people to his or her disability or how the reactions were based on myths and how he or she dispelled the myth.	• Invite a speaker to school indicating time, place and date. Explain the topic of the presentation. • Discuss how myths influence the way some people react to disabled people. • Have students prepare questions for the speaker. • Hold a discussion session after the presentation. • Make a list of ways to dispel myths.
• Play a game. Select a card that has a myth written on it and explain ways to dispel this myth.	• Prepare the cards for the game. • Using sample cards discuss ways to dispel the myth. • Divide class into two teams. One person from a team selects a card and tries to explain ways to dispel the myth. This can also be done in small groups. If someone answers incorrectly, the card is given to a member of the other team to see if they can explain ways to dispel the myths. • Write the myth and the ways to dispel the myth on the blackboard. • Have students determine patterns or common ways to dispel myths.
• Do a research study to determine how people with disabilities were treated throughout history. Determine how certain myths developed.	• Discuss the purpose of the research, research techniques, and resources. • Have students develop an outline for their research study. • Students can volunteer to present the results of their research to the class. • Discuss how myths developed from a historical prospective.

Resources	**Evaluation**
• Library	• The student will state (orally or in writing) one way to dispel myths about disabled people.

UNIT 1.0.0 — ADVOCACY IN THE LIFE FUNCTIONING SYSTEMS

GOAL 1.2.0 — The student will learn about the problems disabled people may have in achieving equal rights.

INSTRUCTIONAL OBJECTIVE 1.2.5 — The student will explain why disabled people must work on their own behalf to ensure their rights.

Suggested Activities	**Teaching Tips**
• Read stories of disabled people who worked on their own behalf to ensure their rights.	• Develop a bibliography of books and articles by and about disabled people. • Discuss why disabled people must work on their own behalf to ensure their rights. • Have students write a summary of what they read explaining how the disabled person worked on his or her own behalf to ensure his or her own rights and the results of the efforts. • Have student hypothesize what would have happened if the person had not worked on his or her own behalf. • Prepare a handout including the title of the book or article, the author, publisher, date written and the summary written by the student.
• Brainstorm and list reasons why disabled people must work on their own behalf to ensure their rights.	• Discuss purpose of brainstorming and why it can be effective. • Review brainstorming techniques: - Allow about 2 minutes. - Record **all** responses. - Evaluate **after** the brainstorming session.
• Collect articles from the newspaper or magazines showing examples of disabled people being denied their rights. Hypothesize what should have been done to ensure the rights and whether or not it would have made a difference to have the disabled person working on his or her own behalf.	• Prepare copies of the articles for students to read. • Have students identify which rights were being denied to the disabled people. • Have students make a chart of the identified rights, what should have been done, and how it could have been done.

Resources	**Evaluation**
	• The student will state one reason why disabled people must work on their own behalf to ensure their rights.

GOAL 1.3.0 — The student will understand the meaning of advocacy and the procedures required to ensure equal rights for disabled individuals.

INSTRUCTIONAL OBJECTIVE 1.3.1 — The student will define advocacy.

Suggested Activities	**Teaching Tips**
• Listen to a guest speaker who is an advocate, explain what advocacy is.	• Invite an advocate to the school. • Identify questions and issues to be addressed. • - What is advocacy? - Who is an advocate? - What are some of the things advocates do? • Have students look up "advocacy" in the dictionary. • Have students prepare questions to ask the speaker. • Allot time for questions and discussion. • Have students write a paragraph explaining the meaning of advocacy.
• Do a cue sort.	• Discuss advocacy. Give students examples of advocacy. See if they can think of more examples of advocacy. • Write short vignettes on separate cards. • Have students sort the cards according to: (1) the vignettes that illustrate examples of advocacy, (2) the vignettes that do not illustrate examples of advocacy.
• Read a book or other information about advocacy and write a definition of the term.	• Prepare a resource list of materials about advocacy for students. • Have students look up one of the books or other information and write a definition of advocacy. • Discuss and compare definitions.

Resources	**Evaluation**
	• The student will define advocacy correctly.

UNIT 1.0.0 — ADVOCACY IN THE LIFE FUNCTIONING SYSTEMS

GOAL 1.3.0 — The student will understand the meaning of advocacy and the procedures required to ensure equal rights for disabled individuals.

INSTRUCTIONAL OBJECTIVE 1.3.2 — The student will state the purpose of advocacy and why it is important.

Suggested Activities	**Teaching Tips**
• Contact people in advocacy organizations and ask them to explain the purpose of advocacy and why it is important.	• Discuss the purpose of advocacy organizations and some of the things they do. • Have students make lists of addresses and telephone numbers of different advocacy organizations. • Discuss purpose of contacting advocacy organizations and the questions to ask. • Students can write letters or telephone advocacy organizations. Discuss format of letters and telephone techniques. • Students should keep records of the information received and where they received it.
• Survey people to determine whether or not they think advocacy is important and what they think is the purpose of advocacy.	• Discuss purpose of survey and the kind of information sought. • Discuss why advocacy is important and what they think the purpose is. • Develop a survey form and questions. • Discuss survey techniques. • Discuss who to survey. • Students should summarize their results in a chart.
• Pretend you are an advocate. Write a letter to a friend explaining your job, its purpose, and why you think it is important.	• Have students fill in a chart. Explain what advocacy is, what an advocate does, what the purpose is, and why it is important. • In their letters, students should give examples of what would happen in situations if the person had not advocated for his or her rights. • Students may want to read books about advocates to get an idea of what they do.

Resources	**Evaluation**
• Directory of National Information Sources on Handicapping Conditions and Related Services (see Bibliography).	• The student will state (orally or in writing) the purpose of advocacy and why it is important.

GOAL 1.3.0 — The student will understand the meaning of advocacy and the procedures required to ensure equal rights for disabled individuals.

INSTRUCTIONAL OBJECTIVE 1.3.3 — The student will describe the role and function of an advocate.

Suggested Activities	Teaching Tips
• Identify advocates in the community and invite them to visit the class to describe their role and function.	• Identify whom to invite to class. Inform presenters about the questions and issues to be addressed. • Ask students what they think is the role and function of an advocate. • Have students make a list of questions to ask the speakers. Send the list to the speakers prior to their presentation. • Allot time for questions and discussion. • Students can write a brief paragraph describing the role and function of an advocate.
• From a list of roles and functions of various professionals, identify those that might belong to an advocate.	• Prepare a list of different job descriptions including the roles and functions involved in the jobs. • Discuss the role and function of an advocate. Have students make a list of the things an advocate might do. • Ask students to write a job description for an advocate including the roles and functions of the job.
• Do a research study of advocates in history and identify their role and function.	• Discuss the purpose of research and the role and function of advocates today. • Have students develop an outline of their study. • Ask students to summarize their research studies for class. • Make a list of advocates in history and their role and function.

Resources	Evaluation
	• The student will state (orally or in writing) at least one role and function of an advocate.

UNIT 1.0.0 — ADVOCACY IN THE LIFE FUNCTIONING SYSTEMS

GOAL 1.3.0 — The student will understand the meaning of advocacy and the procedures required to ensure equal rights for disabled individuals.

INSTRUCTIONAL OBJECTIVE 1.3.4 — The student will state the desired outcomes of the advocacy efforts.

Suggested Activities	Teaching Tips
• Brainstorm a list of desired outcomes of the advocacy efforts.	• Discuss the purpose of advocacy. What are some of the things people advocate for? • Review brainstorming techniques: - Record **all** responses. - Evaluate **after** the brainstorming session. • After brainstorming, discuss some of the ways advocates can achieve those desired outcomes. • Review key vocabulary used.
• Conduct a survey to determine what the goals of the advocacy effort should be.	• Develop survey form and questions with students. • Determine whom to survey. • Review survey techniques. • Students can compile lists of what the goals of the advocacy effort should be from the results of the survey. • Develop a comprehensive list from the students' survey using the blackboard or chart. • Discuss the results and what was learned from them.
• Pretend you are an advocate or a member of an advocacy organization and write an article explaining the desired outcomes of your efforts. This can be a mock letter/article to solicit funds so you have to convince people of the value of your efforts.	• Review the role and function of an advocate. • Make a list of some of the desired outcomes of an advocacy effort. Discuss why these outcomes are important. • Discuss some of the places advocates might write to in order to solicit funds for their efforts. • Show examples of solicitation letters. • Discuss how advertisements try to convince people of something. Have students determine techniques to use in their letters.

Resources	Evaluation
	• The student will state (orally or in writing) at least one desired outcome of the advocacy efforts.

UNIT 1.0.0 — ADVOCACY IN THE LIFE FUNCTIONING SYSTEMS

GOAL 1.3.0 — The student will understand the meaning of advocacy and the procedures required to ensure equal rights for disabled individuals.

INSTRUCTIONAL OBJECTIVE 1.3.5 — The student will identify the skills needed to be an effective advocate.

Suggested Activities	Teaching Tips
• Identify advocates in the community and write them to discuss the skills needed to be an effective advocate.	• Have students brainstorm to identify the skills needed to be an effective advocate. • Review brainstorming techniques. • Identify and invite the advocates to school. • List the skills the speaker mentions. Have students compare this list to the list they brainstormed. • Have the students develop new lists of the skills needed to be an effective advocate. • Hold a question/discussion session.
• Do a cue sort.	• Write skills on separate cards including those skills which have been discussed in earlier lessons. • Have students divide the cards into piles of those skills needed for effective advocacy and those not needed. • Post those cards that are skills on a blackboard or chart. Discuss how to develop those skills.
• Role play a situation in which one person is an advocate.	• Before the role play begins, have the advocate secretly write the desired outcome of his or her advocacy efforts. • Review role play procedures: - Set up the situation: who, what, where, when, why - Role play for 3-5 minutes - Observe: how the situation was handled, whether the problem was solved, alternative responses and solutions. • After the role play, reveal the desired outcomes and have students evaluate whether or not they were achieved.

Resources	Evaluation
	• The student will list two skills needed to be an effective advocate.

UNIT 1.0.0 — ADVOCACY IN THE LIFE FUNCTIONING SYSTEMS

GOAL 1.3.0 — The student will understand the meaning of advocacy and the procedures required to ensure equal rights for disabled individuals.

INSTRUCTIONAL OBJECTIVE 1.3.6 — The student will identify resources (people, agencies, organizations) that may assist in the advocacy efforts.

Suggested Activities	Teaching Tips
• Contact advocacy organizations and ask them to identify resources that may assist in the advocacy efforts.	• Review key vocabulary. • Review letter-writing skills. • Provide time to visit the school library to get addresses. • Have student keep records of who they contact and the resources received. • Make a comprehensive list of the resources received by students.
• Construct a chart of possible helpful resources. Determine categories to include on the chart (e.g., organizations, people, reference books, media materials, etc.).	• Discuss the purpose of resources and the different areas to look into. • Prepare chart. Include addresses, names, etc., when accessible. • Review library skills. • Provide time to visit the school library to look for names of organizations, addresses, titles of reference books and media materials. • Students can write for more resources.
• Develop a file box of resources that may assist in the advocacy efforts.	• Have students research for resources. • Students can include summaries explaining the content of publications, reference books, media materials, etc. • Students can write or visit local organizations for more materials. • Discuss how these materials will assist in advocacy efforts.

Resources	Evaluation
• Directory of National Information Sources on Handicapping Conditions and Related Services (see Bibliography).	• The student will identify at least two specific resources that may assist in the advocacy efforts.

APPLICATION OF ADVOCACY TO THE INDIVIDUAL SYSTEM

INTRODUCTION

This unit is designed to teach students how to apply advocacy to the various life functioning systems that have been identified in Unit I. It provides an opportunity for the student to look directly at a system, identify what changes are needed and formulate a strategy for making those changes. It is suggested that this unit be implemented after each system has been completed. Using this unit will assist in developing the student's ability to apply advocacy to that unit as well as reinforce the concept of advocacy as a process. This unit can be used in other ways. For example, it can be used as a culminating activity for several units at the end of a semester or year. Do not feel locked in to either method suggested. The purpose of the unit is to teach students to apply the advocacy process. Make the unit serve your purpose and select the most appropriate method for your situation. Additional activities may need to be developed to achieve the objectives of this unit for some students. Many of the activities used in Unit I under Goal III are appropriate for this unit. The important thing to remember is that this unit should help students understand what advocacy activity is needed in order to provide access to that system for themselves and/or other disabled individuals.

BACKGROUND INFORMATION

What is the Role of Advocacy in a Specific System?

The role of advocacy and the activities related to that role will vary from one system to another. The needs of the individuals with various handicapping conditions and the status of service to disabled persons in that system will determine the type of advocacy needed. The procedure described below will be useful in helping to understand the advocacy role needed for a specific system.

First, an examination of the status of service to disabled individuals in a system should be made. What services are provided for disabled individuals? What is the quality of that service? Second, it must be determined specifically what is needed. A plan of action or a set of recommendations should be suggested. Third, goals and objectives for the advocacy effort need to be developed. What specific activities will be needed to achieve the goal? In what order will those activities occur? What is time line? Fourth, the resources needed for your plan must be determined. What information do you need? Any special skills? What outside resource persons do you need? Where can information about resources be found? Fifth, make sure that the expected outcome of the advocacy effort is clear.

Most of the information needed to teach this unit has been included in the study of the system. Using this unit will involve the students in reviewing and reorganizing materials they have already studied. It serves to reinforce what they have already learned.

209

RESOURCES

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UNIT 2.0.0 — APPLICATION OF ADVOCACY TO THE INDIVIDUAL SYSTEM

GOAL 2.1.0 — The student will understand the meaning of advocacy and the procedures required to ensure equal rights for disabled persons in a specific system.

INSTRUCTIONAL OBJECTIVE 2.1.1 — The student will explain what needs to be done to meet the needs of disabled persons in a specific system.

Suggested Activities	**Teaching Tips**
• Conduct a survey of nondisabled and disabled persons to determine what needs to be done to meet the needs of disabled persons in that system.	• Develop a survey with the students. • Identify appropriate persons to survey. • Review and have students practice survey techniques. • Have students decide how they will organize the information.
• Participate in a mock radio call-in show on "what needs to be done to meet the needs of disabled persons in the system."	• Bring in a radio and have students listen to a call-in show to get a feel for the format. • Assign a student to be the host of the show. • Have students outline what they plan to say. • Establish a time limit for the calls. • Use props — telephone, etc. • Tape record the show, if you wish, to allow the students to hear themselves and to use for review later.
• Based on a case study of a disabled person(s), write an action plan to describe what should be done to meet the person's needs.	• Develop case studies for the system you plan to use.

Resources	**Evaluation**
	• The student will state two things that need to be done to meet the needs of disabled persons in a specific system, when given a description of the system as it exists for a disabled person.

UNIT 2.0.0 — APPLICATION OF ADVOCACY TO THE INDIVIDUAL SYSTEM

GOAL 2.1.0 — The student will understand the meaning of advocacy and the procedures required to ensure equal rights for disabled persons in a specific system.

INSTRUCTIONAL OBJECTIVE 2.1.2 — The student will describe the role of an advocate in meeting the needs of disabled persons in a specific system.

Suggested Activities	**Teaching Tips**
• Review the meaning of vocabulary words related to advocacy.	• This review may be in the form of bingo, puzzles, quizzes or a word list from which to build sentences.
• Listen to an advocate from a specific system in the community talk about his or her role, activities, and accomplishments.	• Have students take notes on role, activity, and accomplishments of this advocate. • Identify advocates in the community. • Invite an advocate from the system you are studying. • Discuss the activity objective with the advocate. • Have students prepare questions to ask the speaker. • Allow time for questions/discussion.
• Role play a situation that illustrates an interaction between an official responsible for administering the system and an advocate.	• Review role play procedures: - Set up the situation: who, what, where, when, why. - Role play for 3 to 5 minutes. - Observe: how the situation was handled; whether the problem was solved; alternative responses and solutions. • Discuss the results of the role play.

Resources	**Evaluation**
	• The student will list two items that describe an advocate's role.

UNIT 2.0.0 — APPLICATION OF ADVOCACY TO THE INDIVIDUAL SYSTEM

GOAL 2.1.0 — The student will understand the meaning of advocacy and the procedures required to ensure equal rights for disabled persons in a specific system.

INSTRUCTIONAL OBJECTIVE 2.1.3 — The student will identify the desired outcomes of the advocacy efforts in a specific system.

Suggested Activities	**Teaching Tips**
• Discuss what the desired outcome of advocacy in a specific system should be.	• Have students brainstorm possible outcomes. • List the desired outcomes on the chalkboard.
• Write or present a report on what the goal of advocacy is in the system.	• This report should include the desired outcome and method of achievement.

Resources	**Evaluation**
	• The student will state one desired outcome of the advocacy effort in a specific system.

UNIT 2.0.0 — APPLICATION OF ADVOCACY TO THE INDIVIDUAL SYSTEM

GOAL 2.1.0 — The student will understand the meaning of advocacy and the procedures required to ensure equal rights for disabled persons in a specific system.

INSTRUCTIONAL OBJECTIVE 2.1.4 — The student will identify the advocacy skills needed to gain access to a specific system.

Suggested Activities	**Teaching Tips**
• Brainstorm a list of skills needed for effective advocacy and discuss how those skills relate to different systems.	• Review procedures for brainstorming: - Allow about 2 minutes. - One person talks at a time. - Record **all** responses. - Evaluate **after** the brainstorming session. • List skills on chalkboard. • Discuss each skill in relation to different systems.
• Role play situations that involve advocates interacting with officials responsible for administering a specific system and evaluate the advocacy skills used by the role play participants.	• Develop role play situations. • Review role play procedures: - Role play for 3 to 5 minutes. - Observe: how the situation was handled, whether the problem was solved, alternative responses and solutions.
• Write a want ad for an advocate listing the required qualifications.	• Collect want ads from the newspaper to show students the format and content.

Resources	**Evaluation**
	• The student will list two advocacy skills.

UNIT 2.0.0 — APPLICATION OF ADVOCACY TO THE INDIVIDUAL SYSTEM

GOAL 2.1.0 — The student will understand the meaning of advocacy and the procedures required to ensure equal rights for disabled persons in a specific system.

INSTRUCTIONAL OBJECTIVE 2.1.5 — The student will identify resources (people, organizations, media materials, literature) needed for advocacy efforts.

Suggested Activities	Teaching Tips
• Compile a resource box (file box) of resources for advocacy for a specific system.	• This can be an on-going project for all systems. For each system provide a section for advocacy resources. • Develop guidelines for compiling the file. • List those guidelines in the classroom.
• Write letters and phone organizations related to a specific system for information on their advocacy activities and suggestions for other resources.	• Identify appropriate organizations. • Assist students in developing a sample letter. • Have students determine how they will organize the information received.

Resources	Evaluation
• Library	• The student will identify one person, organization, film, or piece of literature needed for advocacy efforts.

UNIT 2.0.0 — APPLICATION OF ADVOCACY TO THE INDIVIDUAL SYSTEM

GOAL 2.1.0 — The student will understand the meaning of advocacy and the procedures required to ensure equal rights for disabled persons in a specific system.

INSTRUCTIONAL OBJECTIVE 2.1.6 — The student will compare the roles and functions of advocates for different systems.

Suggested Activities	Teaching Tips
• Examine situations and case studies and describe what an advocate could do in the situation.	• Develop situations and case studies requiring advocacy. Use situations in various systems. • Discuss possible actions an advocate may take in a given situation.
• Write a mock letter to an advocate in another system describing what you do and how you think your role differs from or is the same as that of the other person.	• Develop a format for this letter. • Provide examples of what an advocate may do. You may want to use examples from history (e.g., Martin Luther King, Gloria Steinem).
Resources	**Evaluation**
	• The student states one way in which the role and function of advocates in different systems are alike and one way in which the role and function are different.

EDUCATION

INTRODUCTION

The education system is essential for preparing individuals to participate in the mainstream of American life. It provides people with much of the information and many of the skills they need to work and function in our society. Lack of access to the education system has been a major barrier to disabled persons in being able to integrate into the mainstream of society.

This unit provides students with the opportunity to become aware of their rights to education and the laws related to it. They will understand the major provisions of the Education for All Handicapped Children Act, 1975 (P.L. 94-142) and the Vocational Education Act, 1963 (P.L. 94-482) and the implication of these laws to disabled individuals. Specific questions that will be answered in this unit include the following:

- What are the laws that relate to the education of handicapped individuals?
- What are the benefits of these laws to handicapped individuals and others?
- Who is responsible for compliance of these laws?
- What is the status of services to handicapped individuals in education?
- What are the problems related to serving handicapped individuals in this system?

BACKGROUND INFORMATION

What Laws Relate to Education for Handicapped Individuals?

The Education for All Handicapped Children Act, 1975 (P.L. 94-142) establishes the right of handicapped children and youth to a free and appropriate education. A free and appropriate education is defined as special education and related services. The purpose of the law is to assure that handicapped students have a free and appropriate education that is designed to meet their individual and unique needs. The law also provides for procedural safeguards to protect the rights of the students and their parents. The Education for All Handicapped Children Act contains several provisions and terms that must be understood. Descriptions of the major provisions of this law are listed below:

- Handicapped Children — those who are mentally retarded; hard of hearing; deaf; speech impaired; visually handicapped; seriously emotionally disturbed; orthopedically impaired or health impaired; and children with specific learning disabilities. Only handicapped children who require special education in order to learn are covered by the law.
- Free Appropriate Public Education — special education and related services without charge to the parents. It must meet the standards of the State Education Agency and must be age appropriate in the state involved.

- Special Education — is defined as instruction designed to meet the unique needs of the handicapped student. It may include classroom instruction, instruction in physical education, and instruction in the home, hospital, or institution.

- Related Services — support services which may be required in order for a handicapped student to benefit from special education. Related services include psychological services, transportation, speech pathology, physical therapy, recreation, counseling, diagnosis and evaluation, and early identification and assessment.

- Individualized Education Program (IEP) — a written plan for the handicapped student's education program developed jointly by the teacher, child's parent or guardian, child when appropriate, and a representative from the local education agency. All handicapped students must have an IEP. The IEP must be reviewed annually and modified when appropriate. The IEP must include the following:

    1. The student's present level of functioning.

    2. Annual goals.

    3. Short-term instructional objectives.

    4. Related services to be provided.

    5. Extent to which the student will participate in regular classes.

    6. Expected date for beginning and duration of services.

    7. Evaluation criteria.

- Least Restrictive Environment — to the maximum extent possible, handicapped students must be educated with students who are not handicapped. The least restrictive environment for each child must be determined individually and should be the main consideration in developing IEPs. Students may be placed in special classes, separate schools, or other segregated settings only when the nature or severity of the handicap determines that education in regular classes, with the use of supplementary aids and resources, cannot be achieved satisfactorily.

- Procedural Safeguards — included to ensure that parents or guardians of handicapped children are included in decisions related to the identification, evaluation and placement of their children.

- Parent Notification — parents must be notified before the school can conduct an evaluation or make significant changes in a child's placement. Notification is also required when a school refuses to do a requested evaluation of change in placement. In other words, any change in placement requires that parents be notified. The notice should include the following:

    - a description of the proposed action;

    - a request for the parent's permission to conduct an evaluation;

    - a request to permit the child's record to be available to another agency or person;

    - a written document to inform the parent of his or her rights under due process.

Parent Responses to Notification

There are three optional responses to a parent notification. They are:

- grant permission,
- ignore the request,
- refuse permission.

It is the responsibility of the school to identify students suspected of having handicapping conditions. To do so requires an evaluation to determine the nature of handicapping condition and what special education services are needed. In order to use any special individual assessment procedure or test, the school must request the parent's written approval. This written approval is not required for the use of basic educational tests and procedures that are used within a class or school. Written parent approval is also needed before the school can place a student in a special program or change the place of the student.

The parent can ignore the school's request for permission to conduct an evaluation. If the school believes the student's rights or the rights of other students are being violated, it can proceed with its proposed action. However, the school system must inform the parent of its intention to proceed and inform the parents of their rights to a hearing.

A parent has the right to deny the school permission to proceed with its proposed action. When this happens, the school has two options. It may simply accept the parent's refusal. In this case, the process stops. The second option is to request a hearing to get permission to proceed with its proposed plan. The hearing process provides an opportunity for both parent and school representatives to present their cases and to obtain a fair and impartial decision that will benefit the child.

Surrogate Parents

The following are special situations where a surrogate parent must be assigned to represent a child in a special education decision making process:

- when the child's parents or legal guardians are unknown,
- when the child's parents or legal guardians are not available,
- when the child is a ward of the state.

The law insures that the right to a free and appropriate public education be extended to children in these special situations, and the State Department of Education must appoint a surrogate parent to represent these children in evaluating, creating, and reviewing the student's education program. It should be noted that surrogate parents are entitled to the same rights as other parents.

Evaluation

An educational evaluation must be conducted before significant changes can be made in a student's educational placement. The list below represents situations in which an evaluation is required:

- before initial placement of a child in a special education program;
- before placement in a special education program is denied;
- before transfer of a child from a special education program to full-time placement in a regular class;
- before a transfer from special education to full-time regular education is refused;
- at least every three years.

The educational evaluation must be conducted under certain prescribed conditions spelled out in the laws. Testing and materials must meet the following criteria:

- appropriate to the child's racial/cultural background;
- given in the child's native language or other style of communication (such as sign language), as far as possible, so that the child's aptitude or achievement level can be assessed apart from whatever sensory, physical, or speaking problems the child may have;
- given by a qualified person;
- designed to assess educational needs — not just to provide an I.Q. score;
- considered in light of the child's known physical condition, sociocultural background, typical home and school behavior.

Evaluation results and findings must be interpreted by a team or group of persons knowledgeable about the child and recommendations for placement must be based on more than the results of a single test. Parents, the students, or the teachers may request an evaluation or re-evaluation at any time.

Parents are entitled to an independent evaluation of their child at no cost to them if they disagree with the evaluation provided by the school and can show that it is inappropriate. An "independent educational evaluation" is one conducted by a professionally qualified person who is not regularly employed by the child's school district. The results of such evaluation must be taken into consideration by the school district as it plans the student's educational program and can be used by the parent or the school at hearings. If the school system believes that its evaluation is appropriate and is confirmed as appropriate by the hearing panel, the parent must assume responsibility for the cost of the independent evaluation. Parents have a right to know if these procedures will be and have been followed in an evaluation of their child.

Access to School Records

Parents have the right to review all confidential school records and to be given all information related to the child's identification, evaluation, and educational placement. The school has the following responsibilities to the parent:

- to notify parents about their procedure for reviewing school records;
- to respond to a parent's request to see a child's records within 45 days.
- to take specific steps to protect the confidentiality of personal information collected about the child and family;
- must destroy all records or remove all personal identifiers from all the materials in the records five years after the personal information is no longer needed by the school to provide service to the student;
- schools may keep permanent records of the student's name, address, attendance record, classes taken, and grades;
- schools may not release personal information about a student to other agencies without written consent by the parent.

The procedure for gaining access to the child's records varies from one school system to another. If parents have not been notified of this procedure, they should call or write the school principal, and request a copy of the procedure. Parents have a right to request reasonable explanations of the information in the records. They can request copies of their child's records as well. In this case, the school may charge a fee for the copying. If information about more than one child is contained in one record, the parent is entitled to see or be informed of only the portions related to his or her child.

A parent may disagree with accuracy of information in his/her child's record. He or she might believe that the child's privacy has been violated. The parent may request the school to change or correct the record. If the school refuses to do so, the parent must be informed by the school of its refusal and be advised by the school of the parent's right to a hearing.

Impartial Hearing

A hearing is a meeting where opposing sides may present their viewpoints on an issue. A person who can be objective will hear the facts and opinions in the case discussed and make a decision based on what he or she hears. Parents and the schools have the right to request a hearing when they cannot reach an agreement over a decision concerning a child's educational program. School officials are generally very concerned about the child and want to do what is best for him or her, so it is important to try other methods for reaching an agreement before requesting a hearing. Generally, discussions between the school and the parents can produce satisfactory compromises.

Parents have the right to a hearing under the following conditions:

- they disagree with a decision that has been made by the school concerning their child's educational evaluation or placement;

- their request for an educational evaluation or change of placement for their child is denied by the school;
- their request to amend information in their child's records (which they believe to be inaccurate or inappropriate) is denied;
- their child is denied the opportunity to participate in a public education program appropriate to his/her needs.

A school district or State Department of Education has the right to a hearing under the following conditions:

- parents refuse to give their consent for the school to conduct an educational evaluation of their child;
- parents fail to respond to school's request for their consent to conduct an educational evaluation;
- parents challenge the educational evaluation provided by the school and the school believes the evaluation to be appropriate.

The due process procedure provides certain rights for both parents and the school such as the following:

- obtain a hearing within a specific time after the complaint is received;
- be represented by an attorney;
- present evidence, question, cross-examine, and require the attendance of witnesses;
- obtain a word-for-word record of the proceedings at the hearing;
- obtain a written report of the findings of the hearing, and the decisions reached;
- appeal the final decision to the State Department of Education, and request a review by that agency.

Until a decision is reached in a hearing, the child must remain in his or her present placement unless the parent and school agree to another arrangement. The school is responsible for insuring that hearings are held at a time and place that is reasonably convenient to the parent and the child.

Appeals

Hearing decisions are final unless either the parent or the school appeals the decision. Appeals must be made to the State Department of Education. The Department must review the hearing using a person who can act impartially. The decision made by the reviewing official is final unless legal action is brought by the parent or the school. Parents should not only know the law, but should exercise their rights under the law.

Vocational Education Act, 1963 (P.L. 94-482)

This law expands the opportunities for handicapped students in vocational education programs through provision of set aside funds. According to this Act, handicapped students are to be educated with nonhandicapped students whenever possible. Supplementary aids and special education assistance may be provided. If the student's handicap will not permit education in a regular vocational classroom, then the vocational education must be made available through an alternate situation, utilizing vocational and special educators, and the supplementary aids and services.

One of the most important aspects of this law is that the safeguard of the individualized education (IEP) requirement of P.L. 94-142 is also included. This law specifically states that any vocational education program or related service provided a handicapped student must be described in the student's IEP. Such a requirement involves vocational educators in the planning and writing of IEP's whenever necessary.

What is Vocational Education?

Vocational education is organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than baccalaureate or advanced degree. It includes secondary, post secondary, and adult education, and is generally delivered through the following cluster areas: Agricultural Education, Business and Office Education, Consumer and Homemaking Education, Distributive Education, Industrial Arts Education, Trade and Industrial Education, Diversified Cooperative Education.

In the broadest sense, vocational education is that part of education which makes an individual more employable in one group of occupations than in another. Its earliest and most widely accepted objective is to provide the mechanism for meeting the manpower needs of the local community.

RESOURCES

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UNIT 3.0.0 — EDUCATION

GOAL 3.1.0 — The student will acquire background information on education for disabled individuals.

INSTRUCTIONAL OBJECTIVE 3.1.1 — The student will explain why all aspects of the educational system (programs, services, activities) should be accessible to everyone.

Suggested Activities	Teaching Tips
• Listen to disabled and nondisabled persons discuss whether they think education should be accessible to everyone and why.	• Invite persons to come in to speak. A panel of individuals can be invited. • Have students prepare questions to ask speakers. • List advantages and disadvantages on the board or newsprint.
• Conduct a mock radio call-in: should education be accessible to everyone.	• Have students listen to a call-in show on the radio to understand the format. • Develop clear guidelines for the activity. - Define role of announcer and participants. - Determine props needed. • Tape record the show, if desired, allow the students to hear themselves and to use for review later.
• Write a letter to the editor on why education should be accessible to everyone.	• Review letter-writing skills. • Show sample letters from a newspaper. • Letters may be posted on bulletin board.
• Debate: "Should there be free and appropriate education for everyone?"	• Divide the class into two teams. Disabled students may take the con side and nondisabled students may take the pro. • Allow time for the teams to prepare their argument. • Review debate procedures. • Assign judges (students or staff).

Resources	Evaluation
	• The student will state one reason why the educational system should be accessible to everyone.

UNIT 3.0.0 — EDUCATION

GOAL 3.1.0 — The student will acquire background information on education for disabled individuals.

INSTRUCTIONAL OBJECTIVE 3.1.2 — The student will identify the laws that ensure the right of disabled individuals to an education (Education for All Handicapped Children Act, 1975, Vocational Education Act, 1963) and will identify to whom the laws apply.

Suggested Activities	**Teaching Tips**
• Participate in vocabulary activities. Define important words from the legislation.	• Suggested vocabulary: resources, funds, IEP, FAPE, benefits, services, accessibility, due process, support service, LRE. • Use vocabulary words in games such as Bingo, puzzles, etc.
• Contact local, state and Federal agencies and organizations for information and resources on the laws.	• Identify appropriate agencies to contact. • Students may phone and write. • Develop sample letters. Make arrangements to use duplicating equipment and label making materials. • Have students role play phone conversations to agency. • Develop graphs to chart contacts and responses. Students can track progress and do follow-up. • Have students organize the information received.
• Listen to guest speakers from state or local education agencies discuss the education laws and issues related to education for disabled persons.	• Identify and invite speaker. • Inform the speaker of the specific issues you want addressed. • Have students develop questions to ask the speaker. • Allow time for question/discussion.
• Add to the what, who, when, why chart begun in Instructional Objective 1.1.7.	• Have the students supply information under each column. • Use the procedure in Instructional Objective 1.1.7.

Resources	**Evaluation**
• The Federal Register, Education of Handicapped Children (Aug. 23, 1977) • The Fact Sheet from the Curriculum	• The student will name the two laws related to education for disabled persons by quoting the full name or the number of the laws and will indicate to whom the laws apply.

UNIT 3.0.0 — EDUCATION

GOAL 3.1.0 — The student will acquire background information on education for disabled individuals.

INSTRUCTIONAL OBJECTIVE 3.1.3 — The student will explain the intent of the laws by stating why each law was passed.

Suggested Activities	**Teaching Tips**
• Make a visual that illustrates the major components of the following: • Education for All Handicapped Children's Act, 1975 (94-142) • Vocational Education Act, 1963 (94-482)	• Outline the main components of each law with the students. • Divide the class into groups that will work on specific components. • Students may create a visual method of illustrating components of the law.
• Write a paragraph to explain each law.	• Review the main components of the laws and list them on the board. • Discuss the key vocabulary words related to the list on the board.
• Match each law with its intent.	• Obtain copies of Federal, state, and local laws related to education. • Develop a chart and list the names of the laws in one column and the intent in the next column. • This can be on an on-going project — adding a new law each time one is learned.
• Pretend that some members of Congress are contemplating whether one of the education laws should be passed. Write a speech to present to Congress to convince them to vote for the law.	• This is appropriate for an individual or group activity. • Discuss with the group the format to use for writing the speech and some ideas regarding the pros and cons of the law.

Resources	**Evaluation**
• Federal Register, Education of Handicapped Children, (Aug. 23,1977) • Fact Sheet	• The student will state orally or in writing the intent of each education law.

UNIT 3.0.0 — EDUCATION

GOAL 3.1.0 — The student will acquire background information on education for disabled individuals.

INSTRUCTIONAL OBJECTIVE 3.1.4 — The student will state the basic provisions of the two laws.

Suggested Activities	**Teaching Tips**
• Discuss specific rights for individuals with specific disabilities in regard to education.	• Review information about various disabilities. • Review the main components of each education law. • Discuss the specific needs of different disabilities. • Discuss the accommodations each law allows for specific disabilities.
• Examine one or two education programs or classes and determine if and how it complies with the provisions of each education law.	• Arrange visit to education programs or classes. • With students, develop a guide of what to look for in the programs or classes. It should include accommodations and physical accessibility. • Have students match what they find during the visit with the provisions of the laws. • Have students evaluate which aspects of the progress or classes are in compliance with the laws.
• Compare local education laws to the Federal laws.	• This can be done with charts or the bulletin board. • Small group work is suggested. • Each group can compare one component of a Federal law to that of a local law and identify similarities and differences. • Groups can share their findings.
• Outline the basic provisions of the laws and incorporate them into a handbook.	• Gather copies of the laws and distribute to students. • Have students work in groups to develop summaries of the important provisions of each law. • Have groups report their findings. • The laws from each system can be added to the handbook.

Resources	**Evaluation**
• Fact sheet in curriculum. • Federal Register, Education of Handicapped Children (Aug. 23, 1977)	• The student will state two provisions of each education law.

UNIT 3.0.0 — EDUCATION

GOAL 3.1.0 — The student will acquire background information on education for disabled individuals.

INSTRUCTIONAL OBJECTIVE 3.1.5 — The student will describe the expected benefits of the laws for different groups (e.g., disabled students, teachers, school administrators, state education agencies, etc.).

Suggested Activities	**Teaching Tips**
• Listen to disabled adults talk about their experience going through the school system.	• Invite persons who went through school with and without the education laws. • Have student prepare questions to ask the speaker(s).
• View a film depicting disabled students being educated in mainstreamed situations.	• Preview film. • Develop guide questions. • Have students discuss the film using the guide questions.
• Discuss the implications of the education laws on oneself, teachers, local and state school administrators, etc.	• Discuss how the students' program is benefited by the education laws. Point out specific services that are provided: support services, IEP, this curriculum. • List what teachers must do to provide special services to students. • List examples of what local and state school administrators must do to provide the special services to students.

Resources	**Evaluation**
	• The student will list one benefit of the education laws for disabled students, one for teachers, one for school administrators, and one for state education agencies.

UNIT 3.0.0 — EDUCATION

GOAL 3.1.0 — The student will acquire background information on education for disabled individuals.

INSTRUCTIONAL OBJECTIVE 3.1.6 — The student will describe the responsibilities of different groups in complying with the laws.

Suggested Activities	Teaching Tips
• Listen to a panel of guest speakers discuss their responsibilities in complying with the education laws.	• Invite guest speakers. • Provide an outline to panelists of what you want discussed. Provide the same outline to students. • Have students prepare questions to ask the panel.
• Continue who, what, when, why chart on the education laws. See Instructional Objective 1.1.7.	• See Instructional Objective 1.1.7.
• Discuss the implications of the education laws on oneself, teachers, parents, local and state school administrators.	• Have students focus on what their responsibilities are under the provisions of the laws.

Resources	Evaluation
• Federal Regulations, Education of Handicapped Children (Aug. 23, 1977) • Fact Sheet	• The student will state one responsibility for each of the following in complying with the education laws: • teachers • parents • student • local and state school administrators

UNIT 3.0.0 — EDUCATION

GOAL 3.1.0 — The student will acquire background information on education for disabled individuals.

INSTRUCTIONAL OBJECTIVE 3.1.7 — The student will describe the procedures for implementing the laws and state the consequences of noncompliance.

Suggested Activities	**Teaching Tips**
• Write letters and make phone calls to agencies and organizations for information on procedures to ensure compliance and consequences of noncompliance.	• With students, identify specific questions to ask. • Identify agencies and organizations. • Have students role play phone conversations. • Help students prepare sample letters. • Develop a procedure for illustrating the information as it is received.
• Develop a list of violations in a school or program based on the provisions of the laws.	• Arrange for students to work in small groups. • With students, develop guidelines for identifying violations. • Have students examine a school or program based on the guidelines. • Have students present their findings.
• Use the list to write an editorial for a newspaper.	• Have students begin a class newspaper. • Have students write editorials based on the list of violations they found. • With students, develop a system to judge which editorials should be included in the newspaper.

Resources	**Evaluation**
• Federal Regulations, Education of Handicapped Children (Aug. 23,1977)	• The student will state or write three procedures for implementing the law and state the consequences of noncompliance.

UNIT 3.0.0 — EDUCATION

GOAL 3.1.0 — The student will acquire background information on education for disabled individuals.

INSTRUCTIONAL OBJECTIVE 3.1.8 — The student will identify where more information about the laws and the rights of disabled persons to equal education can be obtained

Suggested Activities	Teaching Tips
• Compile a resource box (file box) of resources on the laws.	• This can be an on-going activity for all systems. Provide a file box with sections for each unit in the curriculum. • Develop guidelines for compiling the file. • List the guidelines in the classroom.
• Identify resources in the school and community.	• Review library skills. • Develop format for referencing materials. • Have students write a short description of the resources, where they are located, and briefly, what information they provide.

Resources	Evaluation
• Library	• The student will state two places where information can be found on the education laws.

UNIT 3.0.0 — EDUCATION

GOAL 3.2.0 — The student will understand the education system as it exists for disabled individuals and the problems related to gaining access to education.

INSTRUCTIONAL OBJECTIVE 3.2.1 — The student will explain the concept of "free and appropriate education."

Suggested Activities	**Teaching Tips**
• Define the words "free and appropriate" as they apply to education.	• Have student check meaning of words in dictionary as an introduction to this activity.
• Look at pictures or film strips of accessible and nonaccessible education programs.	• Define the terms accessible and nonaccessible education programs. • Select pictures that show physical and program accessibility. • Students may work in groups to analyze the pictures.
• Display posters/pictures that illustrate both appropriate and inappropriate educational programs.	• Discuss the pictures. Have students explain why they show appropriate or inappropriate educational programs. • A bulletin board may be sectioned into appropriate and inappropriate educational programs. • Students may write a story about a picture/poster telling how the educational program could be modified.

Resources	**Evaluation**
• Magazines	• The student will explain the concept of free and appropriate education.

UNIT 3.0.0 — EDUCATION

GOAL 3.2.0 — The student will understand the education system as it exists for disabled individuals and the problems related to gaining access to education.

INSTRUCTIONAL OBJECTIVE 3.2.2 — The student will give examples of education barriers for at least three persons with different handicapping conditions.

Suggested Activities	Teaching Tips
• List various disabilities and barriers related to that disability.	• On the blackboard or newsprint, list the disability in one column and barriers in another column. • Have students brainstorm possible barriers.
• Watch pictures, film strips, or examine pictures of educational programs and settings and pick out barriers.	• Divide the class into small groups. • Arrange to have each group report on the barriers they identified.
• Invite disabled individuals to discuss barriers they encountered in gaining an education.	• Invite persons to come in to speak. A panel of individuals can be invited. • Discuss the activity objectives with the speakers. • Have students prepare questions to ask the panel.

Resources	Evaluation
• Magazines	• The student will state one barrier in education for three persons with different handicapping conditions.

UNIT 3.0.0 — EDUCATION

GOAL 3.2.0 — The student will understand the education system as it exists for disabled individuals and the problems related to gaining access to education.

INSTRUCTIONAL OBJECTIVE 3.2.3 — The student will describe education accommodations needed by at least three persons with different handicapping conditions.

Suggested Activities	Teaching Tips
• Listen to an educator discuss and demonstrate how education can be modified for specific disabilities.	• Arrange for the speaker. In-school staff may be a good resource. • Have students prepare questions.
• Construct a bulletin board on "special accommodations in education."	• Discuss possible accommodations. • Use words and pictures to illustrate accommodations.
• Collect catalogues that sell modified equipment and supplies.	• Identify companies that sell modified equipment and supplies. • Help students write sample letters to request catalogues. • Students may select various options from the catalogues and describe them to the entire class. • Display catalogues so that all students can look at them.
• Design an accessible educational program.	• Discuss the requirements of an accessible educational program. The IEP provides a good format for this activity. • This can be effective as an individual or group activity. • Have students explain the components of the program and why they were included.

Resources	Evaluation
• List of places to contact for catalogues. • Library • Magazines	• The student will describe one accommodation needed by three persons with different handicapping conditions.

UNIT 3.0.0 — EDUCATION

GOAL 3.2.0 — The student will understand the education system as it exists for disabled individuals and the problems related to gaining access to education.

INSTRUCTIONAL OBJECTIVE 3.2.4 — The student will state the current education needs of disabled individuals and will explain the difficulties in fulfilling those needs.

Suggested Activities	**Teaching Tips**
• Listen to guest speakers describe/discuss the education needs of disabled individuals.	• Invite the speaker(s). All or some of the following may provide a good perspective: local education officials, disabled individuals, parents of disabled students. • Have students prepare questions to ask speaker(s). • On the board or large paper, list the needs the speaker(s) described.
• Conduct a survey of schools in the community that provide special accommodations to students who are disabled.	• Discuss the survey and its purpose with the class. • With students, develop a survey form. Suggested questions: What is the cost per student of education? For nondisabled students? For disabled students? What are the costs for various related services for a disabled student per year? • Have students list the accommodations and the types of students served. • Help students determine how to summarize the information.
• Collect information and compare the cost of educating students with various disabilities to student without disabilities.	• Assist students in collecting information on the cost of educating students (disabled and nondisabled students). • Assign one group to research the cost of educating disabled students and the other cost for nondisabled students. • Help groups decide how to report the results (e.g., chart, written reports, oral reports).

Resources	**Evaluation**
	• The student will state current needs of disabled students in education and will state the difficulty in fulfilling those needs.

GOAL 3.2.0 — The student will understand the education system as it exists for disabled individuals and the problems related to gaining access to education

INSTRUCTIONAL OBJECTIVE 3.2.5 — The student will state possible reasons for discrimination in the education system against disabled persons.

Suggested Activities	Teaching Tips
• List attitudinal barriers that cause discrimination against disabled persons in education and list possible reasons for them.	• Have students brainstorm examples of attitudes toward disabled persons. • Use the chalkboard or newsprint to list different attitudes. Discuss how they cause discrimination. • Have a section for listing the attitudinal barriers and another to list possible reasons for them.
• Present a puppet show to illustrate discrimination against disabled persons in education.	• Students may make their own puppet based on the character they want to assume in the show. • The art department might be solicited for help in making the puppets. • Divide students into groups and have the groups develop their show. • Invite other school staff and students to attend the performance. • Have a discussion session with the audience and the performers/puppets.

Resources	Evaluation
• Art department of the school.	• The student will state two possible reasons for discrimination against disabled students in the education system.

EMPLOYMENT

INTRODUCTION

This unit will provide students with background information on employment for disabled individuals and the problems disabled people have in gaining access to meaningful employment. It provides students with the opportunity to review basic rights as related to employment. The law that is discussed in this unit is Title V of the Rehabilitation Act of 1973, as amended. In this unit students will focus on sections 501, 503 and 504.

Some Facts

- In a typical year, only 40 percent of all disabled adults are employed, while 75 percent of nondisabled persons are employed.
- Of the employed disabled males, their wages are 22 percent lower.
- Only 42 percent of the nation's noninstitutionalized disabled adult population of working age are employed. Almost 60 percent of this group is at or near the poverty level.
- In a survey conducted by the Social Security Administration, almost two-thirds of the severely disabled people studied received public income maintenance.
- Nine out of every ten severely disabled people are not working.

Many disabled people are unemployed or underemployed because they are inadequately trained, afraid of losing benefits, discouraged from working and considered to be unemployable. Studies from Baylor University showed that it may cost up to $40,000 to provide rehabilitation and training for a person with a spinal cord injury. Yet is costs $40 to $60 a day or about $21,000 annually to keep that person confined to a nursing home. This is approximately one million dollars over a span of fifty years. The cost of dependency is much higher than the cost of disabled people becoming members of the labor market.

Having a job represents many things to a person. First, it is a means to an income. Second, it also provides that person with a sense of identity and independence. For many disabled people the "means" to the "end" has often been out of reach. Some of the barriers disabled people have had to confront in their quest for employment are as follows:

1. attitudinal barriers
2. architectural barriers
3. communication barriers
4. transportation barriers
5. legal barriers
6. educational barriers

Vocational Rehabilitation

Federal-state vocational rehabilitation programs offer a wide scope of services. Some of the services they provide are: guidance and counseling, vocational evaluation, job placement and follow-up, transportation in connection with the rendering of rehabilitation services, vocational training, and the provision of aids and devices needed by clients to benefit from training and rehabilitation services.

While the rehabilitation program is an essential and vital one, funding has always been limited. As we have seen, the cost of rehabilitation is far lower than the cost of dependency in which underemployed and unemployed disabled adults rely on public welfare programs and other members of the family. This often results in lack of self-worth and loss of self-confidence, and forces the disabled person to become a tax user instead of tax payer.

The Problem of Job Stereotyping

One problem many disabled people have had to overcome is job stereotyping. Current legislation assists in eliminating some job stereotyping. Often a limited occupational outlook is perceived for disabled people. If a student is deaf, often people think that printing is the most feasible career option. Mentally retarded adults are often relegated to simple tasks on assembly lines. One way to eliminate job stereotyping is to expose both disabled and nondisabled students to successful role models. Another way is to educate students about the abilities of disabled people and the laws that ensure their rights to employment. Disabled students need to be aware of their potential and the potential and success of other disabled adults in the labor market.

Qualified Handicapped Individuals

The key words in terms of employment in Section 504 of the Rehabilitation Act of 1973 are "otherwise qualified handicapped individual." These words are vital in that they ensure the same opportunity for disabled people as similarly qualified nondisabled people. In respect to employment, the regulations written by the then Department of Health, Education, and Welfare state that a qualified handicapped individual is one who is capable of performing the essential tasks of a job with reasonable accommodation to his or her disability. "Qualified" also means that the person is able to function in the job environment. A disabled person has the right to employment on the basis that he or she is qualified for a particular job. Thus, it is imperative that disabled persons receive appropriate education and vocational training opportunities in order to compete on an equal basis with others.

BACKGROUND INFORMATION

What are the laws that relate to employment of handicapped individuals?

Title V of the Rehabilitation Act of 1973, as amended:

"agencies of the Federal government, Federal aid recipients, and businesses receiving Federal financial assistance cannot discriminate against an individual because of a mental or physical handicap."

Section 501

Section 501 provides for the establishment of an Interagency Committee on Handicapped Employees to review the adequacy of hiring, placement, and promotion of disabled individuals in the Federal service. It also requires "each department, agency, and instrumentality (including the United States Postal Service and Postal Rate Commission) in the executive branch..." to "submit to the Civil Service Commission and the (Interagency) Committee an affirmative action program plan for the hiring, placement, and advancement of handicapped individuals..."

Section 503

All Federal contractors and subcontractors entering into a contractual agreement with the Federal government in excess of $2,500 is required to take affirmative action to employ and advance in employment qualified handicapped individuals. Any business receiving Federal contracts of $2,500 or more cannot deny employment to qualified disabled individuals because of a mental or physical handicap.

Federal contractors are required to take an active part in the recruitment of qualified handicapped workers. This procedure must be made known to company employees, personnel staff, subcontractors, vendors, and suppliers. Interview sites and interview techniques cannot discriminate against disabled individuals. The sites must be accessible to physically handicapped individuals and the testing instruments cannot be used to screen out qualified disabled individuals.

Section 503 also includes reasonable accommodation and accessibility. Federal contractors must make reasonable accommodation for disabled persons to be able to perform a job successfully. This may involve installing a ramp for a person who uses a wheelchair to make the job site accessible. Section 503 prohibits discrimination against disabled employees in wages, fringe benefits, and promotions.

Affirmative Action

Section 501 and 503 of the Rehabilitation Act of 1973, as amended, denote specific requirements for affirmative action. Section 501 requires each executive branch of the United States government (including the Postal Service and Postal Rate Commission) to annually review and update an affirmative action plan for the hiring, placement, and advancement of handicapped individuals. Section 503 also requires that anyone who has a contract of $2,500 or more with a Federal department or agency take affirmative action in their employment practices. Anyone who has a contract or subcontract in excess of $2,500 with the Federal government for supplies, research, transportation, and construction is required to use affirmative action.

Affirmative action is a plan to encourage employees to take positive steps to hire disabled people, promote disabled employees, provide placement, advanced training, and other opportunities to disabled workers on the same basis as for other individuals.

Section 504

> No otherwise qualified handicapped individual in the United States... shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Section 504 provides for nondiscrimination on the basis of handicap and also affirms the rights of disabled people to participate in programs supported by government funds in the most integrated setting. Services and benefits of programs should be as effective and meaningful for disabled people as they are for other people. New facilities must be accessible and existing ones should be modified so that they are accessible to disabled people.

The 504 regulation mandates equal employment opportunities. The regulation provides that hiring, upgrading, promotion, job definitions, fringe benefits and other employee sponsored programs shall not be affected or determined by the factor of disability. A recipient must make reasonable accommodation to the known physical or mental limitations of an otherwise handicapped applicant or employee unless undue hardship can be demonstrated by the recipient.

The regulation requires that programs or activities when viewed in their entirety be accessible to handicapped persons. It does not require a recipient to make each building or part of a building accessible, but the program as a whole must be accessible. A recipient is not necessarily required to make structural changes if other alternatives are equally effective in achieving compliance.

Reasonable Accommodation

Both Sections 503 and 504 require that reasonable accommodation be made to the known physical or mental limitations of an employee or applicant unless, as stated earlier, it can be demonstrated that the accommodation would impose an undue hardship on the recipient. A reasonable accommodation must be job related. Accommodations are determined on an individual basis. Reasonable accommodations may include making facilities readily accessible to and usable by disabled employees, as well as, job restructuring, changes in the work schedule, the provision of readers or interpreters, and the modification of equipment or devices. Other examples of reasonable accommodations may be to provide a deaf employee with an interpreter to perform specific and essential job duties or providing a blind employee with a cassette recorder.

RESOURCES

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The Source Book for the Disabled. Glorya Hale (Ed.). Imprint Books Limited, London, 1978.

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UNIT 4.0.0 — EMPLOYMENT

GOAL 4.1.0 — The student will acquire background information on employment for disabled individuals.

INSTRUCTIONAL OBJECTIVE 4.1.1 — The student will explain why all qualified persons should have the right to employment.

Suggested Activities	**Teaching Tips**
• Plan a school awareness week and make or collect posters or other materials about employment.	• Determine where your display will be located. • Identify sources for getting materials. • Inform other staff about your project. • Be sure to include disabled persons in employment.
• Listen to a guest speaker who is disabled and employed talk about employment rights.	• Contact disabled and nondisabled individuals from the community. • Invite guest speakers. • Discuss activity objective with speaker. • Have students prepare questions to ask speaker. • Allot time for questions/discussion.
• View a film depicting disabled persons participating in employment.	• Preview film and develop questions. • Discuss what students should look for while watching film. • Have students take notes while watching film. • Following film, discuss disabilities and jobs depicted. Point out any accommodations shown.

Resources	**Evaluation**
• Library	• The student will state one reason why all qualified persons should have a right to employment.

UNIT 4.0.0 — EMPLOYMENT

GOAL 4.1.0 — The student will acquire background information on employment for disabled individuals.

INSTRUCTIONAL OBJECTIVE 4.1.2 — The student will identify the law that ensures the right of disabled individuals to employment (The Rehabilitation Act of 1973) and will identify to whom the law applies.

Suggested Activities	**Teaching Tips**
• Participate in vocabulary activities. Define functional terms.	• Develop vocabulary activities to teach new terms. • Suggested vocabulary: - flexible schedules - job modification - affirmative action - barriers - architectural - attitudinal - accessibility - promotions - compliance - selective employment
• Contact local, state and Federal agencies and organizations for information and resources related to the laws and employment for disabled persons.	• Identify appropriate agencies to contact. • Develop a series of sample letters to be used in requesting information. • Develop with students a system for processing materials received.
• Listen to a guest speaker from the Office of Personnel Management or job counselor to speak on the Rehabilitation Act of 1973, Section 504 & 501.	• Identify and invite the guest speakers. • Provide the speaker with an outline of what you want them to cover. • Allow time for questions and answers. • Have students identify issues and questions related to the right of disabled individuals to employment (The Rehabilition Act of 1973).

Resources	**Evaluation**
• Booklets and pamphlets from local employment agencies on Section 504, 501, The Rehabilitation Act.	• The student will write or verbalize the names and/or number of the law related to employment of handicapped persons and will indicate to whom the law applies.

UNIT 4.0.0 — EMPLOYMENT

GOAL 4.1.0 — The student will acquire background information on employment for disabled individuals.

INSTRUCTIONAL OBJECTIVE 4.1.3 — The student will explain the intent of the employment law by stating why it was passed.

Suggested Activities	**Teaching Tips**
• Match the law (number) with its intent.	• Obtain copies of federal, state, and local laws related to employment. • Develop a chart listing the law and its corresponding intent. • Develop a quiz (e.g., matching activity) on the law and its intent.
• Write a paragraph explaining the law.	• Discuss the main provisions of the law. • Discuss vocabulary words related to the law. • Discuss the overriding purpose of the employment law and why it was needed.
• Debate: "Should disabled persons be given special accommodations in employment?"	• Divide class into 2 teams. Each group will take an opposing side. • Allow time for the two teams to prepare their arguments. • Review the fundamentals of debate. • Assign judges. (Use students or staff.)

Resources	**Evaluation**
• Copies of the local, state and Federal employment laws.	• The student will state the general intent of the employment law.

UNIT 4.0.0 — EMPLOYMENT

GOAL 4.1.0 — The student will acquire background information on employment for disabled individuals.

INSTRUCTIONAL OBJECTIVE 4.1.4 — The student will state the basic provisions of the law.

Suggested Activities	**Teaching Tips**
• Make a visual that illustrates the major components of the Rehabilitation Act.	• Include the general provisions Sections 504, 501, 503, 502.
• Discuss the specific rights of people with different disabilities regarding employment.	• Identify specific disabilities that are covered by the employment laws. • Review information about various disabilities. • Review the major components of the law. • Discuss how the provisions of the law apply to various disabilities.
• Listen to a guest speaker from a state or local employment agency discuss the major provisions of the law.	• Identify and invite the guest speaker. • Have students identify questions and issues to be discussed. • Allot time for questions/discussion.
• Outline the basic provisions of the employment laws and incorporate them in a handbook.	• Develop a format for the handbook: - what will be included? - how they can be used? • Gather copies of the law to be given to the students. • Have students group off and develop summaries of important decisions of the law. • They should select a recorder. • Have one student from each group report to the class what was discussed. • The laws from each system can be added to the handbook

Resources	**Evaluation**
• Copies of the local, state and Federal laws.	• The student will state two of the basic provisions of the law.

UNIT 4.0.0 — EMPLOYMENT

GOAL 4.1.0 — The student will acquire background information on employment for disabled individuals.

INSTRUCTIONAL OBJECTIVE 4.1.5 — The student will describe the expected benefits of the law for different groups (e.g., disabled persons, employers, etc.).

Suggested Activities	**Teaching Tips**
• View a film showing handicapped persons working in various settings.	• Preview films to pull out pertinent information. • Identify the things you want students to look at. • Develop guide questions. • Have students answer the guide questions after reviewing the films.
• Collect pictures and newspaper articles of disabled persons in employment situations.	• Have students collect pictures and articles of disabled people on the job. Be sure to include illustrations of modifications made for disabled people. • Have students write description of modifications. • Display pictures, articles and written illustrations. • The collection can be done on bulletin boards, scrap books, etc.
• Interview employers who have hired disabled persons.	• Develop interview questions and forms. • Ask how employers benefit from hiring disabled persons. • Develop chart to keep track of responses. • Have students summarize results.
• Construct a bulletin board or chart on the benefits and responsibilities provided by the law.	• Discuss what are the benefits for: - disabled persons - employers - career counselors - job placement officers

Resources	**Evaluation**
• "Approach to Independence," President's Committee on Employment of the Handicapped (PCEH) Job Development Laboratory (See Resources List in Teacher's Guide for address) • "Help Wanted" (PCEH)	• The student is able to cite one benefit of the law for each of the following: - disabled person - employer - career counselor

UNIT 4.0.0 — EMPLOYMENT

GOAL 4.1.0 — The student will acquire background information on employment for disabled individuals.

INSTRUCTIONAL OBJECTIVE 4.1.6 — The student will describe the responsibilities of different groups in complying with the laws.

Suggested Activities	Teaching Tips
• Listen to a panel discussion on the benefits and responsibilities of different groups under the provisions of the law.	• Invite employed disabled persons, employers, job counselors. • Have panelists address their role in complying with law. • Have students prepare questions. • Allot time for questions/discussion.
• Discuss the implications of the law on oneself and others.	• Have students describe how the law would assist them in securing and functioning in a job.
• View a film on the role of affirmative action.	• Preview film. • Develop guide questions and objectives for film. • Have students answer guide questions after viewing the film.
• Construct a who, what, why chart on responsibilities of different groups. (See Instructional Objective 1.1.7.)	• See Instructional Objective 1.1.7.

Resources	Evaluation
• "The Bottom Line," President's Committee on Employment of the Handicapped (PCEH)	• The student will cite one responsibility of each group under the provisions of the law.

UNIT 4.0.0 — EMPLOYMENT

GOAL 4.1.0 — The student will acquire background information on employment for disabled individuals.

INSTRUCTIONAL OBJECTIVE 4.1.7 — The student will describe the procedures used to ensure that the law is enforced and will state the consequences of noncompliance.

Suggested Activities	**Teaching Tips**
• Listen to a guest speaker discuss the procedure to ensure that the employment laws are enforced.	• Invite guest speaker. Suggested guest speakers: lawyers, representative from Dept. of Labor, disabled advocate, etc. • Have students prepare questions to ask speaker. • Allow time for questions/discussion.
• Complete a matching activity (e.g., if this happens...then the consequence is...).	• Use this activity as a follow-up to the activity above. • Develop a list of procedures to ensure enforcement and consequences of noncompliance. • Develop the matching activity. They can be in the form of case histories or vignettes.
• In small groups, examine situational cards (use case studies) pointing out noncompliance with Section 503.	• Have students write possible endings to the situation cards indicating what would happen as a result of noncompliance.
• Role play a situation that involves a person applying for a job.	• Prepare a list of questions that individuals should ask when applying for a job. • Identify possible responses from employers. • Review role play procedures: - set up the situation: who, what, where, when, why - role play for 3 to 5 minutes - observe: how the situation was handled, whether the problem was solved, alternative responses and solutions. • Provide an opportunity for each group to be evaluated by the total group.

Resources	**Evaluation**
	• The student will state one procedure to ensure that the law is enforced and one consequence of noncompliance.

UNIT 4.0.0 — EMPLOYMENT

GOAL 4.1.0 — The student will acquire background information on employment for disabled individuals.

INSTRUCTIONAL OBJECTIVE 4.1.8 — The student will identify where more information about the laws and the rights of disabled persons to employment can be obtained.

Suggested Activities	Teaching Tips
• Identify available resources within the school, public library, etc.	• Have student list resources and write an abstract to describe the resources and where they are located.
• Contact local, state and Federal agencies and other organizations for information.	• Identify appropriate agencies to contact. • Review letter-writing and phone procedures. • Develop charts to record contact and response. • List materials from this activity in resource file.
• Compile a reference file of the information regarding the laws on employment.	• Plan a visit to the library. • Review library skills. • Use the resources lists in this curriculum. • Develop format for file and steps for development. • Display guidelines in the room.

Resources	Evaluation
• Library	• The student will identify two places to find information about the employment rights of disabled prsons.

UNIT 4.0.0 — EMPLOYMENT

GOAL 4.2.0 — The student will understand the employment system as it exists for disabled individuals and the problems reltated to employment.

INSTRUCTIONAL OBJECTIVE 4.2.1 — The student will explain the concept of equal employment opportunity.

Suggested Activities	**Teaching Tips**
• Define and discuss related vocabulary words.	• Suggested vocabulary: job modification, barriers, job redesign, accessible.
• Make a display on employment accommodations.	• Use posters, pictures, and articles. • Have students work in groups to analyze the pictures.
• Write a paragraph describing accommodations that would be necessary for various disabled employees.	• Develop a format for this activity. • Each student may choose a specific disability. • Structure the job situation at which the person will work. • Have students share their paragraph with the entire class.
• Fill out an employment application.	• Discuss vocabulary used in application form. • Discuss qualifications for different jobs.

Resources	**Evaluation**
• Magazines, newspapers.	• The student will explain the concept of equal employment opportunity and give one example of it.

UNIT 4.0.0 — EMPLOYMENT

GOAL 4.2.0 — The student will understand the employment system as it exists for disabled individuals and the problems related to employment.

INSTRUCTIONAL OBJECTIVE 4.2.2 — The student will give examples of employment barriers for at least 3 persons with different handicapping conditions.

Suggested Activities	**Teaching Tips**
• Listen to a disabled guest speaker discuss barriers they face in employment.	• Invite a panel of speakers with various disabilities. • Have students prepare questions for the panel. • Allow time for questions/discussion.
• Select jobs in the school and describe how they can be modified to accommodate persons with various handicapping conditions.	• Develop a format for this activity. **Ex:** **Job Responsibility** **Disability** **Modification**
• Role play how a person with a specific disability runs into barriers in employment.	• Provide students with guidelines for developing their role play. - Identify issues - Develop script - Practice skit • Divide the class into groups. • Review role play procedures: - set up the situation: who, what, where, when, why - role play for 3 to 5 minutes - observe: how the situation was handled, whether the problem was solved, alternative responses and solutions.

Resources	**Evaluation**
	• The student will give one example of an employment barrier for three persons with different handicapping conditions.

UNIT 4.0.0 — EMPLOYMENT

GOAL 4.2.0 — The student will understand the employment system as it exists for disabled individuals and the problems related to employment.

INSTRUCTIONAL OBJECTIVE 4.2.3 — The student will describe employment accommodations needed by at least three persons with different handicapping conditions.

Suggested Activities	**Teaching Tips**
• Take a field trip to an existing firm or company to identify accommodations that have been made.	• Identify companies that have hired and made accommodations for disabled persons. • Develop objectives and guidelines for the trip. • Hold a discussion after the trip.
• Listen to a local engineer describe and demonstrate how equipment can be modified.	• Identify the engineer to be invited. • Inform the engineer of what you want him or her to do. • Invite other staff and students to attend. • Hold question and answer period after presentation.
• Write for catalogs that sell modified equipment for disabled persons.	• This activity may be done early in the unit. • Develop form letter to request needed information. • Develop chart to record requests and responses.
• Design and sketch a job for a person with a specific disability.	• Develop a guideline and a format for this activity. • Have each student select a specific disability and design a job for a person with that disability. • Have students share their designs with the class. The jobs can be combined and made into a book.
• Review the want ads in the newspaper.	• List the jobs and job descriptions. • List the sheets needed for the different jobs. • Discuss the accommodations needed by people with different disabilities for the various jobs.

Resources	**Evaluation**
	• The student will describe one employment accommodation needed by three persons with different handicapping conditions.

UNIT 4.0.0 — EMPLOYMENT

GOAL 4.2.0 — The student will understand the employment system as it exists for disabled individuals and the problems related to employment.

INSTRUCTIONAL OBJECTIVE 4.2.4 — The student will state current employment needs of disabled individuals and will explain the difficulties, if any, in fulfilling those needs.

Suggested Activities	Teaching Tips
• Listen to guest speakers discuss the employment needs of disabled persons and the problems in fulfilling those needs.	• A panel can be effective for this objective. • Panelists may include: - disabled persons - representatives from advocacy organizations local employment agencies, businesses, etc. • Have each panelist state their opinion and have students ask questions.
• Conduct a survey of firms and businesses in the community that have disabled individuals employed.	• Discuss the survey and its purpose with the class. • Develop with students the survey questionnaire. • Have Yellow Pages available for students to use for addresses and phone numbers of firms and businesses. • Decide how to process and report the information.
• Collect information on the cost of making accommodations to employ a disabled individual versus the cost of dependency.	• Determine a procedure for gathering and compiling the information. • Identify sources for securing such information. • Assign one group to research the cost of making accommodations and other to researching the cost of dependency. • Decide with the class how to illustrate the comparisons (i.e., chart, written reports, oral reports).

Resources	Evaluation
• **Handicapping America** by Frank Bowe (see Bibliography) • Department of Labor • **Rehabilitating America** by Frank Bowe (see Bibliography)	• The student will list two things that need to be done to make employment more accessible to disabled persons and will explain the difficulty, if any, in fulfilling those needs.

UNIT 4.0.0 — EMPLOYMENT

GOAL 4.2.0 — The student will understand the employment system as it exists for disabled individuals and the problems related to employment.

INSTRUCTIONAL OBJECTIVE 4.2.5 — The student will state possible reasons for employment discrimination against disabled persons.

Suggested Activities	**Teaching Tips**
• Discuss and list attitudinal barriers that cause discrimination and brainstorm possible reasons for them.	• List attitudinal barriers on the chalkboard. • Have students explain each barrier. • Student should copy these for their notes.
• Interview disabled and nondisabled persons to determine perceived reasons for employment discrimination.	• Have students make a list of the reasons given. • One student may be responsible for summarizing and reporting.
• Present a puppet show to illustrate how disabled persons are discriminated against in employment.	• Gather materials to make puppets. • Discuss why students are making puppets and have them decide whether their puppets will be disabled or not, and, if so, which disability. • After puppets have been made, have students write script and rehearse performance. • Invite other school staff and students to attend performance. • Hold a question and answer session with audience and performers/puppets.

Resources	**Evaluation**
	• The student will state two possible reasons for employment discrimination against disabled persons.

HOUSING

INTRODUCTION

"Home is where the heart is." "A man's home is his castle." These statements represent the sentiment and values we place on home in American society. In addition to serving as a source of shelter, the home is a place where people can experience privacy and the opportunity to pursue their own interests without consideration for the public. Americans spend between 25 and 30 percent of their take home income on housing. Housing includes apartments, single detached houses, condominiums, mobile homes, and single family or group family residential facilities.

Every citizen has the right to own or rent a place to live. That right is often unavailable to many handicapped individuals. Most housing, single and multi-family dwellings, both public and private are inaccessible to individuals with mobility impairments. The lack of suitable housing is a major barrier to disabled individuals in their struggle for independence.

The purpose of this unit is to make students aware of the problems disabled individuals face in obtaining housing and what needs to be done to alleviate the problems. They will study the Housing and Community Development Act, 1974 (P.L. 93-383) and the Housing Authorization Act, 1976 and understand their implications for disabled individuals. The students will also look at some optional strategies for meeting the housing needs of disabled individuals through implementing the major provisions of the housing legislation. Specific questions addressed in this unit include the following:

- What are the major provisions of the Housing and Community Development Act, 1974 and the Housing Authorization Act, 1976?
- What types of special accommodations are needed for the housing of disabled individuals?

BACKGROUND INFORMATION

Prior to the sixties, housing that was suitable for handicapped and elderly individuals was few and far between. The special needs of this population had virtually been unrecognized by the public. During the sixties, advocates for elderly individuals were active in creating an awareness of the housing needs and related services for elderly persons. The results of their efforts were some amendments to the housing laws that assisted senior citizens in obtaining suitable housing. In an effort to find a method of accommodating the needs of senior citizens, a plan emerged that could accommodate the needs of disabled individuals as well. The work of advocates and the raised consciousness of congresspersons culminated in the passage of legislation to assist both elderly and disabled individuals in housing.

What are the Laws that Relate to Housing for Handicapped Individuals?

The Housing and Community Development Act, 1974 (P.L. 93-383) authorizes funds specifically to accommodate the housing needs of elderly and disabled individuals. Under the provisions of this Act, assistance in housing is provided as follows:

- One Section of this law provides housing assistance to individuals and families who are elderly or disabled and have low incomes. Under the provisions of this section, subsidies are provided to owners of existing dwellings, newly constructed apartments or houses, substantially rehabilitied dwellings and public housing agencies for housing of qualified handicapped individuals or families. Family is defined as:
  - one or more single elderly, disabled or handicapped individuals living together.
  - one or more such individuals living with another person determined to be essential to the other's well being.
  - a family of two or more.
- Housing Authorization Act, 1976 prohibits rent subsidies from being considered income to persons receiving Supplemental Security Income. This means that payments to recipients of Supplementatry Security Income cannot be cut when the recipient receives a rent subsidy. The local Public Housing Authority can provide information on elibility for rent subsidies.

What Barriers do Disabled Individuals Encounter in Housing?

Many physical barriers face individuals with mobility and sensory impairments in housing. Those barriers include the following:

- Doors not wide enough for the wheelchair.
- Hallways, bathrooms and kitchens that are not large enough to negotiate wheelchairs.
- Storage units that are out of reach.
- Counter tops and fixtures too high and out of reach.
- Lack of accessible and nearby parking.

289

Additional Information

- Mobile homes provide an inexpensive alternative in housing for disabled individuals. They can be adapted to specifications at a nominal cost. Mobile home parks offer many conveniences, recreational facilities, playgrounds, that would otherwise be out of reach for low income home owners.

- Several mail order catalogs with adaptive devices for homes are on the market. They often have economical ways to modify the home.

- Architectural and other alterations that are essential for education, homemaking and vocational purposes may be subsidized by rehabilitation agencies.

- Some architectural modifications in the home may be considered medical expenses by the Internal Revenue Service and deducted from income taxes.

RESOURCES

"Apartment Building for the Blind is Planned for Site in Manhattan," by Charles Kaiser, New York Times (April 7, 1977).

"An Island World for Quadriplegics (Roosevelt Island)," by Francis X. Clines, New York Times (July 5, 1977).

Bruck, Lilly, **Access: The Guide to a Better Life for Disabled Americans**, Random House, New York, 1978.

"Design of Handicapped Project in Minneapolis Breaks Barriers to Independent Living," by Carl C. Chancellor, Journal of Housing (August 1976).

"First Anniversary of Tramway Finds Real Community on Roosevelt Island," by Laurie Johnston, New York Times (May 20, 1977).

"Living Centers for the Mentally Retarded," by J. Michael Jones, HUD Challenge (December 1975).

U.S. Department of Housing and Urban Development. Free Access to the Built Environment: A Review of "Literature" Adaptable Dwellings, 1979.

A Cost Benefit Analysis of Accessibility. 1979 Challenge! Options and Opportunities for Disabled Citizens, Summaries of the Housing and Human Development Act.

Mobile Homes — Alternative Housing for the Handicapped; Buying and Financing a Mobile Home. Department of Housing and Urban Development, Washington, D.C. 20410.

UNIT 5.0.0 — HOUSING

GOAL 5.1.0 — The student will acquire background information on housing for disabled individuals.

INSTRUCTIONAL OBJECTIVE 5.1.1 — The student will explain why housing should be accessible to everyone.

Suggested Activities	**Teaching Tips**
• Plan a school awareness week and make or collect posters about housing facilities.	• Arrange for a place to use for the displays in the school. • Identify sources for getting display materials. • Inform other staff about what you're doing—solicit their support. • Be sure to include housing for disabled persons.
• Listen to a guest speaker who is disabled and lives in accessible housing.	• Contact disabled and nondisabled individuals from the community. • Invite guest speaker. • Discuss the objective of the activity with speaker. • Have students prepare questions to ask speaker. • Identify questions and issues to be addressed. - Advantages/disadvantages of accessible housing. - Should it be available to everyone? - Are attitudes improved between disabled and nondisabled people by accessible housing? - Does accesible housing segregate disabled individuals? • Allot time for questions/discussion.
• Interview disabled and nondisabled persons to elicit their opinions on whether housing should be accessible to everyone and why.	• Discuss interview techniques. • Develop a form for students to use during interview to write responses. • Discuss where to find people to interview. • Have students role play interview situations.

Resources	**Evaluation**
• Newspapers, magazines.	• The student will state (orally or in writing) one reason why housing should be accessible to everyone.

UNIT 5.1.0 — HOUSING

GOAL 5.1.0 — The student will acquire background information on housing for disabled individuals.

INSTRUCTIONAL OBJECTIVE 5.1.2 — The student will identify the two laws that assist disabled persons in gaining access to the housing system (Housing and Community Development Act of 1974, Housing Authorization Act of 1976) and will identify to whom the laws apply.

Suggested Activities	Teaching Tips
• Participate in vocabulary activities; define functional terms.	• Develop vocabulary activities or games to introduce and teach new terms (word funds, concentration, etc.). • Suggested vocabulary: law, benefit, rights, accessibility, barrier, modification, handicap, resources, accommodation.
• Contact local, state or Federal agencies and organizations for information and resources related to the laws and housing for disabled persons.	• Identify appropriate agencies to contact. • Develop a series of sample letters (teacher-made or student developed) and make arrangements to use duplicating materials and equipment and label making supplies. • Develop a graph to chart mail out and return response. Student could track and do follow-up. • From the information received, have students list the laws that assist disabled people in gaining access to housing.
• Listen to a guest speaker from a state or local housing agency discuss issues in housing for disabled persons.	• Invite a speaker from the local or state agency. • Inform the speaker of the specific issues you want him or her to address. • Have students identify issues and questions related to the housing laws. • Allow time for questions and discussion.
• Compile a reference file of information regarding the laws on housing.	• Plan a visit to the library. • Review library skills. • Use the resource lists in this curriculum. • Develop specific steps (give examples) for compiling the file and determine format to be used.

Resources	Evaluation
• Community	• The student will write or verbalize the names and/or the number of two laws related to housing for disabled persons and will indicate to whom the laws apply.

UNIT 5.0.0 — HOUSING

GOAL 5.1.0 — The student will acquire background information on housing for disabled individuals.

INSTRUCTIONAL OBJECTIVE 5.1.3 — The student will explain the intent of the two housing laws by stating why each law was passed.

Student Activities	**Teaching Tips**
• Match each law name and section with its intent.	• Obtain copies of federal, state, and local laws related to housing. • Develop a chart listing the laws corresponding to their intent. • Develop a quiz (e.g., matching exercise) on the law and its intent. • Student will answer questions at the end of the activity.
• Write a paragraph to explain each law.	• Discuss the main points of the law and list them on the chalkboard. • Discuss the over-riding purpose of each law and the reason each one was needed. • Discuss the key vocabulary words related to the list on the board.
• Role play "What are specific rights for specific disabilities regarding housing."	• Develop a problem situation for a disabled person. • Have students assume a specific disability. • Review the procedures for role playing: - set up the situation: Who, what, where, when, why. - role play for 3 to 5 minutes. - observe: how the situation was handled, whether the problem was solved, alternative responses and solutions. • Assign roles to students who are observers. They may have a list of things to observe in the role play.

Resources	**Evaluation**
• Copies of local, state, and Federal laws.	• The student will state orally or in writing the general intent of each housing law.

UNIT 5.0.0 — HOUSING

GOAL 5.1.0 — The student will acquire background information on housing for disabled individuals.

INSTRUCTIONAL OBJECTIVE 5.1.4 — The student will state the basic provisions of the two laws.

Student Activities	**Teaching Tips**
• Outline the basic provisions of the laws and incorporate them into a handbook.	• Gather copies of the laws to be given to students. • Have students group off and develop summaries of important provisions of different laws. • They should select a recorder. • Have one person from each group report what was discussed. • The laws from each system can be added to the handbook.
• Discuss specific rights of specific disabled groups regarding housing.	• Review information about various disabilities (i.e., blind, deaf, etc.). • Review specific laws (major components). • Discuss how the provisions of the law apply to various disabilities.
• Examine 1-2 housing facilities and explain how it complies or does not comply with the provisions of the law.	• Locate specific facilities in the community. Find facilities that illustrate compliance and noncompliance with the law(s). • Prepare for site visit. • Discuss adaptations or lack of adaptations on site. • Have students match adaptations with the provisions of the law. • Students may photograph facilities for further analysis.
• Describe how one's own housing must be changed/modified to accommodate at least one disability.	• Develop a list of things that students should note in analysis of their homes. • Discuss possible modifications. • Discuss specific adaptations.

Resources	**Evaluation**
• Housing Fact Sheet • Copies of the Housing Laws	• The student will write or state two provisions of each housing law.

UNIT 5.0.0 — HOUSING

GOAL 5.1.0 — The student will acquire background inforamtion on housing for disabled individuals.

INSTRUCTIONAL OBJECTIVE 5.1.5 — The student will describe the expected benefits of the laws for different groups (e.g., disabled persons, housing providers, building contractors, etc.)

Student Activities	Teaching Tips
• View a film(s) depicting equal participation in life situations.	• Preview film to pull out pertinent information. • Develop guide questions. • Have students answer the guide questions after reviewing the film.
• Collect pictures and/or written or oral descriptions which illustrate accessible housing and nonaccessible housing.	• Students can collect pictures from magazines. • Students can take photos and/or slides of accessible and nonaccessible housing. • Display pictures and written illustrations. The collection can be done on bulletin boards, scrap book, etc. • Have an open house for the display.
• List the advantages and disadvantages of accessible housing.	• List the advantages and disadvantages on the bulletin board or on a personal chart for each individual.

Resources	Evaluation
	• The student will list one benefit of the laws for disabled persons, one for housing providers and one for building contractors.

UNIT 5.0.0 — HOUSING

GOAL 5.1.0 — The student will acquire background information on housing for disabled individuals.

INSTRUCTIONAL OBJECTIVE 5.1.6 — The student will describe the responsibilities of different groups in complying with the laws.

Suggested Activities	**Teaching Tips**
• Visit local agencies involved in providing housing for disabled individuals.	• Establish clear objectives for the visit. • Visit sites beforehand. • Locate and organize trips to local agencies including meetings with officials responsible for accessible housing. • Have students develop questions to ask during the visit.
• Construct a "who," "what," "why" chart on the housing laws. (See Instructional Objective 1.1.7.)	• See Instructional Objective 1.1.7 (Teaching Tips for this activity).

Resources	**Evaluation**
• Housing Laws	• The student will write or state the responsibility of those complying with the law: builders, contractors, compliance officials.

UNIT 5.0.0 — HOUSING

GOAL 5.1.0 — The student will acquire background information on housing for disabled individuals.

INSTRUCTIONAL OBJECTIVE 5.1.7 — The student will describe the procedures used to ensure that the laws are enforced and will state the consequences of noncompliance.

Suggested Activities	**Teaching Tips**
• Listen to a guest speaker (e.g., lawyer) discuss the procedure to ensure that the housing laws are enforced.	• Identify a guest speaker. Suggest source for speaker: - lawyer from housing office - legal service attorney who deals with housing issues • Make arrangements for the guest speaker to address the class. • Have students prepare questions to ask the speaker.
• Role play applying for an apartment or house (asking appropriate questions).	• With students, prepare a list of questions that individuals should ask when applying for housing. • Discuss some of the typical questions and responses that landlords ask or make to potential tenants. • With students, evaluate the interview based on appropriateness of questions, etc.
• In small groups, develop lists of housing violations (noncompliance) or examine situation cards or pictures with examples of noncompliance.	• Prepare situation cards that illustrate noncompliance in housing. • Find pictures to illustrate noncompliance. Suggested sources: home builders magazines and household magazines. • Provide an opportunity for each group to report their findings to the entire group.
• Examine the housing laws and list the consequences of noncompliance for builders who receive Federal funds.	• Develop an overhead with information regarding requirements of the law for builders who receive Federal funds and include the consequences of noncompliance.

Resources	**Evaluation**
	• The student will state or write one procedure to ensure that the laws are enforced and one consequence of noncompliance.

UNIT 5.0.0 — HOUSING

GOAL 5.1.0 — The student will acquire background information on housing for disabled individuals.

INSTRUCTIONAL OBJECTIVE 5.1.8 — The student will identify where more information about the laws and the rights of disabled persons to equal housing can be obtained.

Suggested Activities	Teaching Tips
• Examine information (booklets, pamphlets, etc.) on housing.	• Identify sources and means of obtaining information on housing.
• Identify available resources within the school and public library, etc.	• Have students list available resources within the school. • Have students write a short description of the resources, where they are located, and briefly, what information they provide.
Resources	**Evaluation**
	• The student will state two places to look for information on housing, including one agency that provides information.

UNIT 5.0.0 — HOUSING

GOAL 5.2.0 — The student will understand the housing system as it exists for disabled individuals and the problems related to gaining access to housing.

INSTRUCTIONAL OBJECTIVE 5.2.1 — The student will explain the concept of barrier-free housing.

Suggested Activities	**Teaching Tips**
• Define the words "barrier-free" as it applies to disabled individuals.	• Discuss the words "barrier-free" and the ways it applies to disabled persons.
• Look at pictures of accessible and nonaccessible housing units.	• Define the terms accessible and nonaccessible. • Find pictures of accessible and nonaccessible housing units. • Students may work in groups to analyze the pictures.
• Display posters/pictures on barrier-free and barrier-full housing.	• Write to organizations for posters on housing. • Discuss the pictures. Have students explain why they show barrier-free or barrier-full housing. • Students may write a story about a poster or picture telling how it was or could be modified.
• Take a field trip to various housing facilities and photograph examples of accessible and nonaccessible housing.	• Arrange for a field trip to various facilities. • Prepare a camera and film. • Discuss field trip with students and what they will be looking for. • During trip, have students decide which facilities to take photos of and explain why they are or are not accessible. • After film has been developed, post the pictures in the classroom with signs underneath to check. Example: ☐ accessible? ☐ nonaccessible? Can you tell why this is or is not accessible?

Resources	**Evaluation**
	• The student will explain verbally or in writing the concept of barrier-free housing.

UNIT 5.0.0 — HOUSING

GOAL 5.2.0 — The student will understand the housing system as it exists for disabled individuals and the problems related to gaining access to housing.

INSTRUCTIONAL OBJECTIVE 5.2.2 — The student will give examples of housing barriers for at least three persons with different handicapping conditions.

Student Activities	Teaching Tips
• Role play a disability and participate in an activity to demonstrate housing barriers faced by a person with this disability.	• Prepare or select appropriate role play situations. • Provide students with guidelines for developing their role play. - Identify issues - Develop script - Practice skit
• Report on the various barriers in housing and how the barriers can be eliminated for various disabilities.	• Develop with students an outline and general format to be followed.
• Perform an accessibility survey of the classroom or school.	• Discuss surveys and the kind of results/information that can be gained. • Develop survey questions with students. • Students can pair off for survey. • Inform school staff (Principal, etc.) that students will be doing survey. • Have students prepare summaries of their results.
• Conduct a survey of nondisabled persons to determine how they feel about living with disabled persons.	• Discuss and plan survey students. • Have students develop specific questions to be asked. Practice interview techniques. • Identify nondisabled persons who live with disabled people. • Have students report on the results of the survey.

Resources	Evaluation
	• The student will state two barriers in housing for three persons with different handicapping conditions.

UNIT 5.0.0 — HOUSING

GOAL 5.2.0 — The student will understand the housing system as it exists for disabled individuals and the problems related to gaining access to housing.

INSTRUCTIONAL OBJECTIVE 5.2.3 — The student will describe housing accommodations needed by at least three persons with different handicapping conditions.

Student Activities	Teaching Tips
• Visit and interview disabled persons who live in barrier-free homes, apartments, communities and in housing with barriers.	• Identify disabled persons to visit. • Discuss interview techniques. • Meet with the individuals and discuss with them what you want students to learn. • Have students prepare questions for interviews.
• Listen to local architects discuss and demonstrate how housing can be modified (existing facilities and new ones).	• Make arrangements for architects to come to the school. • Invite other staff and students to attend. • Hold question and answer period after presentation.
• Research and determine accommodations needed in housing by people with various disabilities.	• Discuss different disabilities and the housing needs of persons with those disabilities. • Students may choose to focus on a specific disability. • Plan a time to visit the library. • Develop guidelines for conducting the research. • Determine the method to be used for reporting the research information.
• Design and sketch a living unit for a person with a specific disability.	• Prepare sketching materials for class. • After students finish sketches, have them label or discuss accommodations that were drawn and why they were used.

Resources	Evaluation
• Publications on barrier-free housing (see publication resource list)	• The student will describe two accommodations needed by three people with different disabilities.

UNIT 5.0.0 — HOUSING

GOAL 5.2.0 — The student will understand the housing system as it exists for disabled individuals and the problem related to gaining access to housing.

INSTRUCTIONAL OBJECTIVE 5.2.4 — The student will state the current housing needs of disabled individuals and will explain the difficulties, if any, in fulfilling these needs.

Student Activities	Teaching Tips
• Contact community agencies to research available housing that is accessible to disabled persons.	• With students, develop questions to ask agencies and determine how to make the contact (i.e., telephone, letter). • Develop a chart for keeping track of contacts made and responses received. • Post results of research on bulletin board.
• Write a report on the housing needs of disabled persons in the community.	• Using surveys done prior to this Instructional Objective, have students write reports citing the results of their surveys. • Have students conduct additional research/surveys, as necessary. • Ask students to volunteer to read their reports to the class.
• Conduct a survey of apartments in the community that are accessible.	• Discuss the survey and its purpose with the class. • With students, develop survey questions to list items to identify or observe. • Have Yellow Pages available for students to prepare addresses and phone numbers of different apartments. • Have students develop reports or charts on the results of their survey.
• Collect information and compare the cost of building accessible housing to building nonaccessible housing.	• Plan with students how to go about collecting data on building costs. • Assign one group to research cost for building accessible and other for inaccessible housing. • Decide with group how to illustrate the comparisons (i.e., chart, written reports, oral reports).

Resources	Evaluation
	• The student will list at least two specific needs disabled persons may have in housing and will explain the difficulty in meeting those needs.

UNIT 5.0.0 — HOUSING

GOAL 5.2.0 — The student will understand the housing system as it exists for disabled individuals and the problems related to gaining access to housing.

INSTRUCTIONAL OBJECTIVE 5.2.5 — The student will state possible reasons for housing discrimination against disabled persons.

Student Activities	**Teaching Tips**
• Discuss and list attitudinal barriers that cause discrimination.	• Have students brainstorm examples of attitudes toward disabled persons. • List different attitudes and discuss how they cause discrimination. • Have students write situational problems to illustrate the barriers discussed.
• Present a puppet show using disabled and nondisabled puppets to discuss housing discrimination faced by adults.	• Gather materials to make puppets. • Discuss why students are making puppets and have them decide whether their puppets will be disabled or not, and, if so, which disability. • After puppets have been made, have students write script and rehearse performance. • Invite other school staff and students to attend performance. • Hold a question and answer session with audience and performers/puppets.
• Role play how people who are prejudiced toward disabled people react when they interact with them.	• Select or write situational problems that are appropriate for your students. • Discuss purpose of role play. • Review role play procedures: - Role play for 3-5 minutes - Observe: how the situation was handled, whether the problem was solved, alternative responses and solutions. • Have students volunteer for role play.

Resources	**Evaluation**
• Related departments in the school	• The student will state or write two possible reasons for housing discrimination against disabled persons.

TRANSPORTATION

INTRODUCTION

This unit has been designed to provide the student with background information on transportation for disabled individuals and the problems related to gaining access to transportation systems. Several pieces of legislation are introduced that apply to transportation for disabled people. Legislation covered includes:

- Urban Mass Transportation Assistance Act of 1970,
- Federal-Aid Highway Act of 1973,
- National Mass Transit Assistance Act of 1974,
- Section 504 of the Rehabilitation Act of 1973.

The fact sheet on the following pages provides basic information on the above laws.

Students will be given the opportunity to look at their own transportation system. Lessons and Teaching Tips provide for "at home" application. This is essential in that it lets students **use** the curriculum and become aware of the situations that are confronted daily by disabled people. Students play an active role rather than an inactive role in determining ways to eliminate barriers to disabled people.

It should be remembered that this is a core curriculum and that teachers (users) should develop lessons with this in mind. The teacher should creatively take advantage of opportunities to use other aspects of the student's day to point out areas related to the unit. If the students take a trip to a subway station, for example, their mode of transportation could be discussed in terms of its accessibility. Reading lessons can include materials on transportation. The user of the curriculum might want to meet with other school personnel to plan ways to extend the curriculum to other subject areas.

By the time students have completed this unit, they should have a basic understanding of transporataion legislation and the needs of disabled people in the transportation system. A variety of transporataion modes will be covered, as well as accessible transportation and discrimination against disabled people. The laws that will be examined will assist students in understanding the requirements for accessibility and nondiscrimination. It must be remembered that Section 504 which provides for nondiscrimination on the basis of handicap applies to any entity that receives Federal financial assitance. Therefore, any public transportation system that is a recipient is mandated by law to provide nondiscriminatory services to disabled people.

BACKGROUND INFORMATION

Transportation represents a major link to the outside world for all people. Transportation can be a barrier to disabled people in many ways. If a disabled person is unable to use a public transportation system, it becomes difficult for him or her to get to work, make use of recreation facilities, and human and social services. Transportation provides that link to other services. Often a disabled person may be able to make part of a trip but not the entire one. If one bus is accessible, then it may be likely that the one a disabled person has to transfer to is not accessible. There may be parking spaces reserved for handicapped persons, but possibly no access from the space to a building.

The Laws

Urban Mass Transportation Assistance Act of 1970 (P.L. 91-45)

One of the policies established by the Urban Mass Transportation Assistance Act of 1970 is that elederly and handicapped people have the same right as other persons to use mass transportation facilities and services. It amends the Urban Mass Transportation Act of 1964. Implementing this policy involves activities such as the following:

- planning and designing mass transportation facilities and services that will accommodate the special needs of elderly and handicapped persons.
- Federal assistance in mass transportation should contain a provision on the implementation of this policy.

The law authorizes grants and loans to local public agencies to make transportation accessible. It also authorizes research, development, and demonstration funds to be used for improving accessiblity.

Federal-Aid Highway Act of 1973 (P.L. 93-87)

One of the purposes of the Federal-Aid Highway Act authorizes the Secretary of Transportation to provide facilities for rapid rail systems in order to make them accessible to handicapped and elderly people. Projects in mass transit funded by this law must be designed and planned so that the facility and services are accessible to elderly and disabled individuals. The Federal-Aid Highway Act amends the Urban Mass Transportation Act of 1984 to provide reasonable access to persons who use wheelchairs. It requires that curbs at pedestrian crosswalks that are built after 1976 be made accessible.

The Act also authorizes an increase in funds for supplementary services for elderly and handicapped individuals. Such grants would be made only when regular mass transporatation facilities are "unavailable, inappropriate, or insufficient" and are to be made to private, non-profit groups.

Rehabilitation Act of 1973 (P.L. 93-112)

Section 504: No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

National Mass Transportation Assistance Act of 1974 (P.L. 93-508)

One of the purposes of the National Mass Transportation Assistance Act of 1974 authorizes half fare programs for elderly and handicapped persons.

The Intent of the Laws on Transportation

The purpose of transportation legislation as related to disabled persons is to make transportation accessible to disabled and elderly individuals. In summary, these laws facilitate accessibility by providing funds for research on accessibility; providing funds for facility modifications; and, by control of standards for transportation and transportation related facilities. The laws benefit disabled and elderly individuals as well as agencies that are responsible for transportation.

Why is Transportation an Issue for Disabled Individuals?

Without the availability of accessible public transportation, many disabled persons must rely on friends or taxis to get from one place to another. Since both options come with many drawbacks, the disabled individual would find few opportunities to visit friends, to shop, or to go to the doctor. Those who find the greatest barriers in public transportation are people who use wheelchairs. Deaf and blind individuals, however, confront many barriers in transportation as well. For example, a deaf person using the subway may not be aware when his stop arrives due to the lack of visual markers indicating the stops.

Some of the barriers disabled people face in transportation are: steps on a bus, steps into a subway station, lack of Telecommunication Devices for the deaf (TDDs) at transportation offices, announcements made orally and not visually (and vice versa), and lack of curb cuts or access to bus stops and subway stations. This is not an exhaustive list, yet it indicates some of the barriers disabled people face daily in the use of mass transportation.

It should be realized that accessible transportation does not benefit only disabled people, but the country as a whole. Transportation makes it possible for citizens to be part of the work force. If transportation is made accessible, more and more disabled citizens will have greater employment possibilities available to them. When transportation is not accessible, many disabled individuals are unable to travel to work daily. With accessible transportation, many disabled people can become more independent and employable, thus eliminating their dependence on Federal social security and welfare or other benefit programs.

Modifications on Transportation Systems

There are several ways to eliminate physical and communication barriers to transportation for disabled individuals. Some modifications that can be made that will make transportation more accessible to disabled people are as follows:

- Lifts or ramps on buses
- Special suspension that lowers the front steps of a bus
- "Priority" seats
- More handholds
- Spaces for wheelchairs in buses

- Platform edge lights in subway stations (this lets hearing impaired riders know when the train is approaching).
- Textured platform edge (lets a blind rider know how close to the platform edge he or she is).
- Information be given orally and visually (e.g., emergency announcements).
- Controls in elevators within reach of people who use wheelchairs and short people.
- Controls of elevators in braille or raised letters.

RESOURCES

Access: The Guide to a Better Life for Disabled Americans. Bruck, Lilly. Random House, New York, New York, 1978.

Access to Transportation. Bowe, Frank. American Coalition of Citizens with Disabilities, Inc. Washington, D.C. 20005, 1980.

Coordinating Transportation Services for the Elderly and Handicapped, (Volumes 1-2 and Executive Summary), U. S. Department of Transportation, Office of the Secretary, Office of Environment and Safety, Washington, D.C. 20590, May 1979.

Elderly and Handicapped Transportation: Eight Case Studies. U. S. Department of Transportation, Urban Mass Transportation Administration, Office of the Secretary, Washington, D.C., September 1979.

Full Mobility: Counting the Costs of the Alternatives. Cannon, Dennis and Rainbow, Frances. American Coalition of Citizens with Disabilities, Inc., Washington, D.C. 20005, 1980.

Handicapping America, Bowe, Frank. Harper and Row, New York, New York, 1978.

Rehabilitating America, Bowe, Frank. Harper and Row, New York, New York, 1980.

The Source Book for The Disabled. Glorya Hale (Ed.). Imprint Books Limited, London, 1978.

Summary of Existing Legislation Relating to the Handicapped. U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office for Handicapped Individuals, August 1980.

UNIT 6.0.0 — TRANSPORTATION

GOAL 6.1.0 — The student will acquire background information on transportation for disabled individuals.

INSTRUCTIONAL OBJECTIVE 6.1.1 — The student will explain why transportation should be accessible to everyone.

Suggested Activities	Teaching Tips
• Argue or role play the response to situational problems.	• Prepare situational problems. Ex: John uses a wheelchair and wants to go to the store after work. The accessible buses only operate from 8:00 a.m. - 5:30 p.m. • Students can debate or role play the situational problems. • After role play, discuss the outcome. Discuss: How did the disabled person deal with the problem? What are other ways for dealing with the problem?
• Discuss the issues on the provision of transportation.	• Research some of the issues on the provision of transportation. Prepare a fact sheet for students. • Discuss what is meant by accessible transportation. • Make a chart listing the advantages and disadvantages of accessible transportation. Discuss the issues involved. • Students can research and write a short paper discussing one of the issues in the provision of transportation.
• Interview disabled and nondisabled persons to elicit their opinions on whether transportation should be accessible to everyone and why.	• Discuss interview techniques. • Develop questions and interview forms. • Contact disabled and nondisabled individuals from the community. • Have students role play interview situations. • Have students write a summary of the responses they receive.

Resources	Evaluation
	• The student will state one reason why transportation should be accessible to everyone.

UNIT 6.0.0 — TRANSPORTATION

GOAL 6.1.0 — The student will acquire background information on transportation for disabled individuals.

INSTRUCTIONAL OBJECTIVE 6.1.2 — The student will identify the three laws that ensure accessible transportation to disabled individuals (Urban Mass Transportation Assistance Act of 1970, Federal Aid Highway Act of 1973, National Mass Transporation Assistance Act of 1974) and will identify to whom the laws apply.

Suggested Activities	**Teaching Tips**
• Do a research study on the development of the law.	• Make a chart showing the three laws and their purpose. • Discuss where to look for and gather information on transportation (i.e., Federal agency, regional listed organizations, library, Department of Transportation in the area). • Review library and research skills. • Students can research one specific law. • Have students volunteer to discuss their research.
• Listen to guest speakers from state or local transit authorities and discuss issues raised.	• Discuss what students know about state or local transit authorities. • Make a list of questions for the speaker to address. Send the list with the letter inviting him or her to speak. • Ask speakers to discuss how they work with laws that ensure accessible transportation. • Allot time for questions/discussion. • Students can write summaries of what they learned.
• Construct a chart using an overhead with the headings - what, who, and why.	• Review the three laws briefly. • For the "what" column, list the name of the law; for the "who" column, list who the law was designed for; and the "why" column, explain the extent of the law. • Have students give examples while completing the chart.

Resources	**Evaluation**
	• The student will identify (orally or in writing) the three laws that ensure accessible transportation to disabled individuals and to whom the laws apply.

UNIT 6.0.0 — TRANSPORTATION

GOAL 6.1.0 — The student will acquire background information on transportation for disabled individuals.

INSTRUCTIONAL OBJECTIVE 6.1.3 — The student will explain the intent of the three transportation laws by stating why each law was passed.

Suggested Activities	**Teaching Tips**
• Match each law name or number with its intent.	• Obtain copies of federal, state and local laws related to transportation. • Develop a chart listing the laws corresponding to their intent. • Develop a quiz (e.g., matching exercise) on the law and its intent. • The items on the quiz may be given at the beginning of the activity. • Have students answer questions at the end of the activity.
• Debate: "Should disabled people be given special accommodations in transportation?"	• Divide class into 2 teams; one group takes the "pro" and the other group takes the "con." Allow time for the 2 teams to prepare their arguments. • Review the fundamentals of debates. • Assign judges (use students or staff).
• Pretend you are a congressperson contemplating whether the law should be passed. Write a speech to present to Congress arguing why the law should be passed and what the law is intended to accomplish.	• Discuss role of a congressperson and purpose of making speeches. • Review charts developed in previous lessons. • Ask students to volunteer to give their speeches in class.

Resources	**Evaluation**
	• The student will state the general intent of each transportation law.

UNIT 6.0.0 — TRANSPORTATION

GOAL 6.1.0 — The student will acquire background information on transportation for disabled individuals.

INSTRUCTIONAL OBJECTIVE 6.1.4 — The student will state the basic provisions of the three laws.

Suggested Activities	**Teaching Tips**
• Contact local, state, Federal agencies and organizations (letter, phone) for information and resources related to transportation for disabled persons and the laws.	• Identify sources (develop a list related to laws and transportation). • Develop sample letters with students. • Develop charts to record mail out and return responses. Duplicate letters written by students. • Students can compile a reference file from the information they receive.
• Describe how ones own transportation must be changed/modified to meet the provisions of the law for at least one disability (application).	• Discuss some of the modifications that are needed to make transportation accessible. • Discuss how the law provides for accessible transportation. • Make a list (give one example) of the modifications necessary for people with different disabilities. • Students can research and write how one's own transportation must be changed/modified to meet the provisions of the law for at least one disability. • Make a chart showing the results of the student's research.
• Examine 1-2 modes of transportation and explain how it complies or does not comply with the provisions of the law. Example: subway, buses, bus schedule.	• Make a list of the different modes of transportation. • Discuss how they do or do not comply with the provisions of the law. Make a chart. • Students can research and write how 1-2 modes of transportation do or do not comply with the provisions of the law. Add the results to the chart.
Resources	**Evaluation**
	• The students will list at least two basic provisions for each of the three laws.

UNIT 6.0.0 — TRANSPORTATION

GOAL 6.1.0 — The student will acquire background information on transportation for disabled individuals.

INSTRUCTIONAL OBJECTIVE 6.1.5 — The student will describe the expected benefits of the laws for different groups (e.g., disabled individuals, transit system planners, drivers, etc.).

<table>
<tr><th>Suggested Activities</th><th>Teaching Tips</th></tr>
<tr><td>• Listen to a panel discussion by guest speakers from various organizations (e.g., Dept. of Transportation, Urban Mass Transit Authority, disabled persons, etc.) on the benefits and responsibilities of the law.</td><td>• Invite speakers to the panel discussion. Outline what is to be discussed. Select a moderator.
• Invite other school personnel and students to attend the panel discussion.
• Allot time for a question/answer session.
• Have students summarize what they heard.</td></tr>
<tr><td>• Construct a bulletin board or chart: Benefits and Responsibilities.</td><td>• Discuss what is meant by benefits and responsibilities. Give examples.
<table>
<tr><th>Example:</th><th>Benefits</th><th>Responsibilities</th></tr>
<tr><td></td><td>Able to go out with less problem</td><td>All new buses must be accessible</td></tr>
</table>
• Have students add to the chart. Make the chart into a bulletin board.</td></tr>
<tr><td>• Interview disabled citizens, persons from state and local transit authorities, bus operators.</td><td>• Develop interview questions and forms. Include questions on the expected benefits of the law, the implications of the transportation laws on oneself and others, etc.
• Discuss interview techniques.
• Discuss where to find people to interview.
• Have students role play interview situation.</td></tr>
</table>

Resources	Evaluation
	• The students will list at least one of the expected benefits of the law for two different groups.

UNIT 6.0.0 — TRANSPORTATION

GOAL 6.1.0 — The student will acquire background information on transportation for diabled individuals.

INSTRUCTIONAL OBJECTIVE 6.1.6 — The student will describe the responsibilities of different groups in complying with the laws.

Suggested Activities	**Teaching Tips**
• Listen to a building contractor talk about his or her role in providing accessible transportation.	• Discuss the roles and responsibilities of different individuals. Make a chart showing the groups or individuals, the roles and the responsibilities they have in providing accessible transportation. • Provide him or her with an outline of what is to be discussed. • Invite a building contractor who has worked with transportation to speak at the school. • Have students prepare questions for the speaker and allot time for questions/discussion. • Have students add the roles and responsibilities of a building contractor to the chart if it wasn't originally included.
• Visit local agencies involved with provisions of transportation and with accessibility.	• Contact agencies to inform them of the visit and to plan a date and time. • Arrange for transportation for the students. • Make a list (with students) of the questions to ask during the visits and what to note. • Make a chart of the information received during the visit. Include the responsibilities of the various agencies in complying with the laws.

Resources	**Evaluation**
	• The student will list at least one responsibility for two groups in complying with the laws.

UNIT 6.0.0 — TRASNPORTATION

GOAL 6.1.0 — The student will acquire background information on transportation for disabled individuals.

INSTRUCTIONAL OBJECTIVE 6.1.7 — The student will describe the procedures used to ensure that the laws are enforced and will state the consequences of noncompliance.

Suggested Activities	Teaching Tips
• Compile a reference file on information regarding the laws on transportation, including complaints filed, complaint forms, and court decisions.	• Plan a visit to the library. • Identify sources of information. Have students write for information. • Develop specific steps for compiling the file and determine format to be used. • Review some of the information received regarding the laws, complaints filed, complaint forms, and court decisions. Discuss the procedures used for complaints.
• Examine the transportation laws and list the consequences of noncompliance for transit authorities who receive Federal funds.	• Review key vocabulary. Ex: Accessibility, modifications, compliance, barrier-free. • Review the basic provisions of each law. • While developing the list of the consequences of noncompliance for transit authorities, cite examples of violations.
• Role play contacting transit authorities for noncompliance and filing a **verbal** complaint (asking appropriate questions).	• Select role play situation and prepare questions. • Discuss purpose of role play and review procedures for filing complaints. • Review role play procedures: -set up the situation: who, what, where, when, why. -role play for 3-5 minutes. -observe: how the situation was handled, whether the problem was solved, alternative responses and solutions.

Resources	Evaluation
	• The student will state or write one procedure to ensure that the laws are enforced and one consequence of noncompliance.

UNIT 6.0.0 — TRANSPORTATION

GOAL 6.1.0 — The student will acquire background information on transportation for disabled individuals.

INSTRUCTIONAL OBJECTIVE 6.1.8 — The student will identify where more information about the laws and the rights of disabled persons to accessible transportation can be obtained.

Suggested Activities	**Teaching Tips**
• Interview transportation officials, disabled persons.	• Plan and discuss interview questions and format. (i.e., where can information on transportation laws be found?) • Contact individuals to find out if they will be interviewed. • Have students summarize their results (Chart or paragraph). • Students can make a list of sources of information that were received through the interview.
• Identify available resources within the school, public library, etc.	• Compile a reference file on resources and information regarding the laws on transportation. Develop a system for filing information. • Plan time to visit the public library. Arrange for someone to explain where information can be found. • Make lists/charts of places and people to contact for information. • Have students contact local, state, Federal agencies and organizations for information. • Include all information in the reference file.
• Examine information (booklets, pamphlets, etc.) on transportation.	• Write for and gather materials. • Display them in the classroom. • Provide time for reading the materials. • Discuss how the materials were gathered. • Add the titles and source of materials to the reference file with brief descriptions of them.

Resources	**Evaluation**
	• The student will identify places where information about the laws and rights of disabled persons to accessible transportation can be obtained.

UNIT 6.0.0 — TRANSPORTATION

GOAL 6.2.0 — The student will understand the transportation system as it exists for disabled individuals and the problems related to gaining access to transportation.

INSTRUCTIONAL OBJECTIVE 6.2.1 — The student will define the concept of accessible transportation.

Suggested Activities	**Teaching Tips**
• Look at pictures of accessible and nonaccessible modes of transportation.	• Locate and prepare pictures. • Discuss accessible transportation. Define the terms accessible and nonaccessible. • Have students make a list of why the pictures do or do not show accessible modes of transportation.
• Write a paragraph describing an accessible transportation system.	• Discuss what is meant by an accessible transportation system. • Give students time to do some research. Provide them with brochures and pamphlets on accessible transportation. • Ask students to volunteer to give oral reports.
• Watch a multi-media presentation on accessible transportation.	• Select media to be used. Preview films, slides to be used. • If necessary, ask someone to assist in working with the media. • Develop guide questions for discussion after the multi-media presentation. • Ask students to write their impressions/reactions to the multi-media presentation.
• Complete a checklist of transportation features that can be modified.	• Develop checklist questions (i.e., do subway stations have elevators?) • Have students make a chart showing their results. • Synthesize the results of all the students. Make a comprehensive chart for display in the classroom.

Resources	**Evaluation**
• Pictures of Adaptive Equipment.	• The student will define (orally or in writing) the concept of accessible transportation giving two examples.

UNIT 6.0.0 — TRANSPORTATION

GOAL 6.2.0 — The student will understand the transportation system as it exists for disabled individuals and the problems related to gaining access to transportation.

INSTRUCTIONAL OBJECTIVE 6.2.2 — The student will give examples of inaccessible transportation for at least three persons with different handicapping conditions.

Suggested Activities	**Teaching Tips**
• Report on the various barriers in transportation and how the barriers can be eliminated for people with various disabilities.	• Discuss barriers to disabled persons in transportation. Make a list of some of the barriers. • Show pictures of nonaccessible transportation. Discuss how the barriers can be eliminated. • Students can focus on a specific disability. • After each report, fill in a chart, showing various disabilities and how barriers can be eliminated for persons with a specific disability.
• Develop and conduct a survey of transportation facilities to identify barriers to people with various disabilities.	• Develop survey questions and form. Make copies for each student. • Contact transportation facilities to inform them of the survey. • Synthesize the results of the survey. Develop a comprehensive chart of the results identifying the barriers to people with various disabilities.

Resources	**Evaluation**
	• The student will give at least one example of inaccessible transportation for at least three persons with different handicapping conditions.

UNIT 6.0.0 — TRANSPORTATION

GOAL 6.2.0 — The student will understand the transportation system as it exists for disabled individuals and the problems related to gaining access to transportation.

INSTRUCTIONAL OBJECTIVE 6.2.3 — The student will describe transportation accommodations needed by at least three persons with different handicapping conditions.

Suggested Activities	**Teaching Tips**
• Take a field trip to a subway or a bus station to identify accommodations that have been made.	• Plan for transportation to the subway. • Develop a checklist for students to complete during the field trip. • Have students identify which accommodations are needed by people with different disabilities.
• Construct a bulletin board: **barriers accommodations.**	• Use words and pictures for the bulletin board. • Show the transportation accommodations needed by people with different disabilities. **Examples:** **Barriers** — **Accommodations** steps in subway station — elevators • Students can work in groups to develop different parts of the bulletin board (i.e., prepare pictures or words for a particular theme).
• Research and determine accommodations needed in transportation by people with various disabilities.	• Discuss different disabilities and the transportation needs of persons with those disabilities. • Students may choose to focus on a specific disability. • Plan a time to visit the library. • Develop guidelines for conducting the research. • Determine the method to be used for reporting the research information.
• Listen to a local transit authority discuss and demonstrate how transportation can be modified (existing facilities and new ones).	• Invite speaker. Provide him or her with information about what is to be discussed. • Have students prepare questions for speaker. • Allot time for questions/discussion.

Resources	**Evaluation**
	• The student will describe (orally or in writing) one transportation accommodation needed by three persons with different handicapping conditions.

UNIT 6.0.0 — TRANSPORTATION

GOAL 6.2.0 — The student will understand the transportation system as it exists for disabled individuals and the problems related to gaining access to transportation.

INSTRUCTIONAL OBJECTIVE 6.2.4 — The student will state the current transportation needs of disabled individuals and explain the difficulties, if any, in fulfilling those needs.

Suggested Activities	Teaching Tips
• Survey local citizens on the perceived and actual transportation needs of disabled persons and problems in fulfilling the needs.	• Make a list of what students think are the perceived and actual transportation needs of disabled people. Discuss the problems in fulfilling the needs. • Discuss and develop survey format. • Identify people to be surveyed. • Review survey techniques. • Have students analyze and synthesize the results of the survey. Compare results to the previous list of student perceptions.
• Construct a chart of the transportation needs and accessible transportation for disabled persons in the area.	• Identify agencies and organizations that may have information on accessible transportation. • Have students contact agencies for information. Review letter-writing and phone procedures. • Take a field trip to see different modes of transportation in the area. • Use the survey to help make this chart.
• Conduct an interview with officials from the local transit (authorities) agencies to discover the problems involved in providing transportation for disabled persons.	• Discuss the role and responsibilities of officials from the local transit agency in providing accessible transportation. • Include questions about the cost of building accessible transportation. • Contact the local transit (authorities) agencies to inform them of the interview. • Review interview techniques. • Have students role play interview situation. • Have students write or give oral reports on their results.

Resources	Evaluation
	• The student will identify (orally or in writing) at least two of the current transportation needs of disabled individuals, and will explain the difficulties, if any, in fulfilling those needs.

GOAL 6.2.0 — The student will understand the transportation system as it exists for disabled individuals and the problems related to gaining access to transportation.

INSTRUCTIONAL OBJECTIVE 6.2.5 — The student will state possible reasons for transportation discrimination against disabled persons.

Suggested Activities	**Teaching Tips**
• From the list of transportation discrimination, brainstorm possible reasons why discrimination occurs in gaining accessible transportation.	• Review brainstorm techniques: - allow about two minutes - one person talks at a time - record **all** responses. - Evaluate after brainstorming session. • Help students develop list of transportation discrimination. • Discuss attitudinal barriers. Make a list of attitudinal barriers that may cause discrimination.
• Role play a person who is prejudiced against disabled people. Include reactions and thoughts.	• Select or have students develop role play situations. • Discuss purpose of role play. • Review role play procedures: - role play 3 to 5 minutes - observe: how the situation was handled, whether the problem was solved, alternative responses and solutions. • Have students volunteer for role play. • After each role play situation, discuss what happened and why it happened.
• Listen to a panel of disabled persons and advocates to discuss the barriers and the discrimination that face disabled persons in obtaining accessible transportation.	• Invite speakers. Provide them with an outline of what is to be discussed. • Allow time for questions/discussion. • Make a chart of the barriers and discrimination that face disabled people in obtaining accessible transportation.

Resources	**Evaluation**
	• The student will state at least two possible reasons for transportation discrimination against disabled persons.

HUMAN AND SOCIAL SERVICES

INTRODUCTION

Many individuals lack the resources to take care of their basic needs for long and short periods of time. These individuals include elderly persons who are unable to work, mothers with dependent children, individuals who are ill for long periods of time, children whose parents are deceased or have become disabled, and persons with severe disabilities. In this country, provisions have been made to provide assistance to persons without adequate resources through our social service system. Authorized by the Social Security Act, a broad range of programs exist to assist individuals with low incomes and limited financial resources. An array of services are offered by the Department of Social Services. Income maintenance and health-care programs are also provided for eligible persons. The Department of Agriculture provides nutrition related programs to assist low income individuals with food costs.

The purpose of this unit is to make students aware of the fact that assistance is available to individuals who lack the resources to take care of their basic needs. They will examine the programs and services that exist to assist needy individuals. A broad range of services exist, but only key ones will be introduced in this unit. Additional resources are available in your community to provide you with more information about social service programs. Materials and resource speakers from your local department of Social Services, and Social Security Office can enhance the teaching of this unit.

The background information that follows will provide information that will prepare you to implement this unit. It is suggested that you supplement this information with other resources listed in the resource section.

BACKGROUND INFORMATION

The Social Security Act and its amendments, administered through the Social Security Administration, authorizes the social service programs for disabled individuals. An array of programs that include income maintenance, social service, health and nutrition are included.

Social Security Disability Insurance (SSDI)

The Social Security Disability Insurance (SSDI) is a program that provides income maintenance to qualified handicapped individuals through case assistance. It is provided to workers who contributed to the Social Security trust fund through the FICA tax and are disabled before retirement age. Dependent children and spouses are eligible for disability benefits under this program. Disability is defined as a physical or mental impairment which prevents one from doing any substantial gainful activity and expected to last at least twelve months or result in death, or blindness - i.e., central visual activity of 20/200 or less in the better eye with the use of corrective lens. Financial need is not a criteria for elibility for SSDI. Persons receiving twenty-four months of consecutive SSDI assistance are eligible for Medicare.

Supplemental Security Income (SSI)

The SSI program provides cash assistance to needy elderly, blind and disabled individuals with very little or no income. Disabled individuals must meet the disability and income criteria in order to be eligible. A person is able to receive SSDI, and SSI concurrently. SSI benefits are paid from general funds appropriated by Congress to the states rather than the Social Security Funds supported by the FICA taxes. Individuals receiving SSI are allowed to have other income and still receive SSI. However, other financial resources include Social Security checks, veterans compensation, workman's compensation, pensions, annuities and gifts. SSI payments are also influenced by the living arrangements of the individual - i.e., persons living with family will receive less than the person living alone. SSI is available to disabled children, depending on family income. A person under 18 years old, single and not the head of a household is considered a child under SSI. If they are regularly attending school on a full-time basis, the individual is considered a dependent child until they reach 22 years of age.

Health Programs

A wide range of health programs related to disabled individuals exist. They range from research programs to programs for people with specific handicapping conditions. The two programs that will be covered in this curriculum are the health care programs authorized under the Social Security Act. These two programs offer direct financial assistance through providing direct payments to health providers. Title XVIII of the Social Security Act is the Medicare program which provides health insurance benefits to eligible elderly and handicapped individuals. Medicare is composed of three separate parts. Part A authorizes hospital benefits that cover hospital care and related services after the recipient leaves the hospital. Part B provides medical benefits to cover doctor bills and other charges. The program is purchased by the eligible individuals for a monthly premium. It pays for 80 percent of the charges for the doctors services, out patient hospital care, out patient physical therapy and speech pathology services, home health visits not covered by Part A, and prescription drugs that cannot be self-administered.

Title XIX of the Social Security Act: Medicaid. This state administered program was created to improve the quality and availability of medical service for low income individuals. While not created specifically for disabled individuals, it provides a source for medical services for disabled persons who are needy. Medicaid is provided to individuals who are categorically needy as well as medically needy. All persons receiving SSI benefits are eligible. Those persons receiving other income maintenance benefits, i.e., SSDI or Aid to Families, Dependent Children, but cannot afford needed medical assistance are also eligible for Medicaid benefits.

Both Medicare and Medicaid programs are authorized by the Social Security Act. Medicare is generally carried out by private insurance companies on the local level.

Nutrition

Several nutrition programs exist to assist individuals with low incomes. Most of those programs relate to the provision of food for children. The program to be covered in this curriculum is the Food Stamp Program authorized by the Agriculture Department which provides direct assistance through providing coupons for use in purchasing food at local retail stores. The coupons help to reduce the price of food items which helps low income families stretch their food dollars. Disabled individuals and households who meet the income eligibility requirements can participate in the program. Disabled individuals and blind persons living together in groups of sixteen or less can be eligible.

Social Services

Title XX of the Social Security Act authorizes block grants to states for social services. These grants provide for a range of services to persons receiving public assistance and other low income individuals and families. Individuals with limited incomes, applicants or recipients of Supplemental Security Income and persons receiving Medicaid are eligible for social services through the Department of Social Services. Services provided by the local Department of Social Services include the following:

- meal planning, nutrition and shopping information
- homemaker or housekeeper services
- housing services
- volunteer visiting nurse services
- assistance in gaining health care services
- referrals to agencies for help in finding a job, getting additional education or vocational training, or for help to enable you to cope with your disability.

All programs that have been described are covered by Section 504 of the Rehabilitation Act of 1973. They may not refuse service on the basis of disability. All programs and services must be accessible to disabled individuals.

RESOURCES

Access: The Guide to a Better Life for Disabled Americans, Bruck Lilly, David Obst Books, Random House, New York, New York, 1978.

Key Federal Regulations Affecting the Handicapped (1977-1978) U. S. Department of Health, Education and Welfare, Office of Human Development Services, Office for Handicapped Individuals, Washington, D.C. 1979. HEW Publication No. (OADS) 80-22008.

Summary of Existing Legislation Relating to the Handicapped, U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office for Handicapped Individuals, Washington, D.C. 20202. Publication No. E-80-22014.

UNIT 7.0.0 — HUMAN AND SOCIAL SERVICES

GOAL 7.1.0 — The student will acquire background information on human and social services for disabled individuals.

INSTRUCTIONAL OBJECTIVE 7.1.1 — The student will explain why human and social services should be available to everyone in need.

Suggested Activities	Teaching Tips
• Discuss: "should we provide assitance to persons who have difficulty taking care of themselves?"	• Questions: - Who should be responsible for providing aid? - What kind of aid should be provided? - Who should be eligible to receive such aid?
• Listen to a person who is or has been a recipient of aid from social service, discuss his or her experience.	• Identify and invite guest speaker. • Students should think of questions to ask the guest speaker. • Allow time for questions/discussion.
• List the advantages and disadvantages of providing social services.	• List responses on the chalkboard. • The list can be posted on the bulletin board and students can add to it. • A debate may be planned as a follow-up activity.

Resources	Evaluation
	• The student will state one reason why social services should be available to everyone.

UNIT 7.0.0 — HUMAN AND SOCIAL SERVICES

GOAL 7.1.0 — The student will acquire background information on human and social services for disabled individuals.

INSTRUCTIONAL OBJECTIVE 7.1.2 — The student will identify the law that relates to human and social services for disabled individuals. (Social Security Act, 1974)

Suggested Activities

- Contact the Social Security Administration for information on services they provide for disabled individuals.
- Participate in vocabulary exercises related to social services.

Teaching Tips

- Student may write, phone or visit for this information.
- Develop with students a sample letter. Review telephone techniques.
- Suggested vocabulary: benefits, supplementary, social, security, insurance, dependent, eligible, resources.
- Develop vocabulary activities or games to introduce and teach new terms.
- **Example:**

Major Provisions	Intent	Date of Passage

Resources

Evaluation

- The student will name the law that relates to social and human services for disabled persons.

UNIT 7.0.0 — HUMAN AND SOCIAL SERVICES

GOAL 7.1.0 — The student will acquire background information on human and social services for disabled individuals.

INSTRUCTIONAL OBJECTIVE 7.1.3 — The student will explain the intent and the basic provisions of the law that ensures the participation of disabled individuals in social services.

Suggested Activities	Teaching Tips
• Listen to a guest speaker from the office of Social Security Administration discuss the provisions of the Social Security Act.	• Invite speaker. • Provide the speaker with an outline of what you want discussed. • Review the outline with students prior to the presentation. • Have students prepare questions to ask the speaker. • Allow time for questions/discussion.
• Write a paragraph on each component of the law.	• Discuss the main purpose of the law and the reason it was needed. • List the main components of the law on the chalkboard. • Student will write a description of each component.
• Role play situations in which various components of the law apply.	• Students can be broken into groups. • Students may write a situational problem. • Each group will write a situation for a different component of the law. • Review role play procedures: - set up the situation: who, what, where, when, why - role play 3 to 5 minutes - observe: how the situation was handled, whether the problem was solved, alternative responses and solutions. • After developing the role plays, have students present to the entire class.

Resources	Evaluation
	• The student will explain the major components of the law in writing or orally with 90% accuracy. The student will state the general intent and 2 major components of the law.

UNIT 7.0.0 — HUMAN AND SOCIAL SERVICES

GOAL 7.1.0 — The student will acquire background information on human and social services for disabled individuals.

INSTRUCTIONAL OBJECTIVE 7.1.4 — The student will describe the expected benefits of the Social Security law for different groups (disabled person, society).

Suggested Activities	**Teaching Tips**
• Listen to a discussion on "who is eligible for service through the department of social services" and "what services are provided?"	• Identify and invite speaker. • Suggest guest speakers: a representative from the Department of Social Service, teacher, school social worker, etc. • Have students prepare questions to ask panel. • Allow time for questions/discussion.
• Listen to a panel discuss their experiences in the use of services provided by Social Service Department.	• Suggested guest panelist: disabled individuals, parents of disabled individuals.
• Examine case studies and determine social services needed by the person described.	• Break students into groups. • Develop a procedure for analyzing the case studies. • Have students share their analysis with the entire group.

Resources	**Evaluation**
	• The student will list one benefit of the law for disabled individuals and society.

UNIT 7.0.0 — HUMAN AND SOCIAL SERVICES

GOAL 7.1.0 — The student will acquire background information on human and social services for disabled individuals.

INSTRUCTIONAL OBJECTIVE 7.1.5 — The student will describe the responsibilities of different individuals and agencies in providing services to disabled persons.

Suggested Activities	**Teaching Tips**
• Listen to a panel from the office of Social Security Administration discuss the responsibility of the local various agencies in providing various services.	• Invite panelists. • Discussion should include the following: - Social Security Disability, Inc. - Supplemental Insurance Income. - Medicare. - Medicaid. - Food stamps. • Have students prepare questions to ask panelists. • Allow time for questions/discussion.
• Interview various individuals regarding their role in providing service under the Social Security Act.	• Suggested interviews: physicians, dentists, grocery stores, local Social Service Departments. • Prepare questions for the interview. • Write up the interviews and provide a copy to all students.
• Write a report describing the services provided by Social Services to disabled individuals.	• Review library and research skills. • Provide resources (e.g., Yellow Pages) to find places to call or write for information. • Have students review letter-writing and telephone procedures.

Resources	**Evaluation**
• Booklets, pamphlets from Social Security Administration, and Department of Social Services.	• The student will cite one responsibility of each group under the provisions of the law.

UNIT 7.0.0 — HUMAN AND SOCIAL SERVICES

GOAL 7.1.0 — The student will acquire background information on human and social services for disabled individuals.

INSTRUCTIONAL OBJECTIVE 7.1.6 — The student will describe the procedures for acquiring social services as provided by the Social Security Law.

Suggested Activities	Teaching Tips
• Write letters to the agencies responsible for administering the programs under the Social Security Act to obtain information.	• Develop list of addresses of agencies. • Review letter-writing procedures. • Have students track responses. • Have students summarize information received.
• Construct a bulletin board or chart showing the procedures used to ensure that disabled individuals are provided human and social services as provided by the Social Security Act.	• List the procedures on the chalkboard. • Determine the format for the chart.
• Complete a matching activity.	• Use information from previous lessons. • Develop a list of procedures to ensure enforcement and consequences of noncompliance. • Develop the matching activity. They can be in the form of case histories or vignettes. • Example: If this happens ... then this is the result/consequence.

Resources	Evaluation
	• The student will describe the procedure for acquiring social services as provided by the Social Security Law.

UNIT 7.0.0 — HUMAN AND SOCIAL SERVICES

GOAL 7.1.0 — The student will acquire background information on human and social services for disabled individuals.

INSTRUCTIONAL OBJECTIVE 7.1.7 — The student will identify where more information about the law and social services system can be obtained.

Suggested Activities	**Teaching Tips**
• Compile a reference file on information regarding the law and social service system.	• Visit the library. • Discuss where information can be obtained. Have students make a list of resources and write for information. • Determine the system to be used for filing materials. • Identify available resources within the school, public library, etc. Have students write an abstract to describe the resource and where it is located.
• Examine information (booklets, pamphlets, etc.) on the social service system.	• Have students write, call, or visit agencies and organizations to get information. • Add information to the reference file.

Resources	**Evaluation**
	• The student will identify at least two sources where more information about the law and social services system can be obtained.

UNIT 7.0.0 — HUMAN AND SOCIAL SERVICES

GOAL 7.2.0 — The student will understand the human and social service system as it exists for disabled individuals and the problems related to adequate services.

INSTRUCTIONAL OBJECTIVE 7.2.1 — The student will describe programs and services that are provided by social services.

Suggested Activities	**Teaching Tips**
• Write a paragraph describing the human and social service system.	• Discuss what human and social services are. • Make a list of some of the characteristics of the human and social service system.
• Listen to a guest speaker discuss programs and services that are provided by social services.	• Invite guest speakers: - Local Department of Social Service. - Office of Social Security Administration, or a person who has been a recipient of aid from social services. • This could be a panel discussion. • Have students prepare questions and allow time for discussion. • Have students write summaries of what they learned.
• Write or call for information on the programs and services provided by social service.	• Have students research for sources of information (agencies, addresses, etc.). • Assist students in developing a form letter to be used in obtaining the needed information.

Resources	**Evaluation**
	• The student will list at least three programs and services that are provided by social services.

UNIT 7.0.0 — HUMAN AND SOCIAL SERVICES

GOAL 7.2.0 — The student will understand the human and social service system as it exists for disabled individuals and the problems related to adequate services.

INSTRUCTIONAL OBJECTIVE 7.2.2 — The student will identify specific accommodations and assistance that are needed by at least three persons with different handicapping conditions.

Suggested Activities	**Teaching Tips**
• Research and determine accommodations and assistance needed by persons with various disabilities.	• Make a chart of various disabilities and the accommodations that might be needed for some of the services provided by the human and social service system. • Students may want to focus on a specific disability.
• Listen to a guest speaker discuss the accommodations that have and/or have not been made for disabled individuals.	• Identify and invite the guest speaker. • Students can prepare questions to be sent to the speaker in advance. • Allot time for questions/discussion after presentation. • After the presentation make a chart showing the accommodations that have and/or have not been made for disabled individuals.
• Conduct a survey to identify the specific accommodations and assistance that is needed by persons with various disabilities.	• Discuss the survey and its purpose. • Plan survey. Have students develop survey questionnaire. • Identify people to survey. • Have students develop a table showing the results of their survey. • Develop a comprehensive table of all the results.

Resources	**Evaluation**
	• The student will identify (orally or in writing) one specific accommodation and assistance that is needed by persons with various handicapping conditions.

GOAL 7.2.0 — The student will understand the human and social service system as it exists for disabled individuals and the problems related to adequate services.

INSTRUCTIONAL OBJECTIVE 7.2.3 — The student will describe current social and human services that are needed by disabled persons and will explain the difficulties, if any, in fulfilling these needs.

Suggested Activities	Teaching Tips
• Construct a chart on the human and social services that are needed by disabled persons.	• Have students indicate on the chart which services are not being provided. • Discuss why these services are not being provided. • Assist students in developing a form letter. • Gather addresses of appropriate federal, state and local agencies.
• Contact federal, state, and local agencies and organizations for information on the human and social services that are or are not being provided to disabled persons.	• Make chart showing the services that are being provided and the services that are not being provided. • Include information in the reference file developed in previous activities.
• Interview various individuals to find out why certain services are not being provided.	• Discuss and list attitudinal barriers that cause discrimination. • Identify individuals to interview. • Assist students in developing interview questions and forms. • Review interview techniques. • Make a list of the reasons people give of why some services are not provided.
Resources	**Evaluation**
	• The student will describe at least two things that need to be done to make social and human services more accessible to disabled persons and explain the difficulty in fulfilling those needs.

RECREATION

INTRODUCTION

Recreation has been recognized as an important aspect of people's life. In addition to providing relaxation and leisure, recreation has been recognized as an essential component of healthy living and rehabilitation. Many hours and millions of dollars are spent on recreation and leisure related activities each year. Leisure and recreational activities include participation as spectators and performers. Leisure activities range from those carried out in the home or backyard to those that take place at parks, stadiums and recreation centers.

Until recently, recreation and leisure activities had not been recognized as an essential component in the life of disabled individuals. As such, little effort was made to accommodate disabled individuals in leisure and recreational programs and activities. Most recreational facilities are inaccessible to individuals with mobility and sensory impairments. Until recently, participation of persons with mobility and sensory impairments was not a reality. Today, disabled individuals with all types of disabilities demonstrate not only an interest in recreational and leisure activities but competence in them as well.

There is now widespread recognition that recreation and leisure activities play an important role in the rehabilitation process of disabled individuals. The Rehabilitation Services Administration officially recognized the role of rehabilitation through the Vocational Rehabilitation Act of 1965. It was the beginning of a series of laws to provide funds for improving recreation and leisure activities for disabled individuals.

This unit has been designed to make students aware of the importance of recreational and leisure activities in their lives and their right to have those activities available and accessible to themselves. They will be introduced to the laws related to recreation and the implication of the laws to disabled individuals.

BACKGROUND INFORMATION

The legislation described in this section relate to recreational activities provided for rehabilitation and treatment purposes as well as recreational and leisure opportunities for enjoyment and fun. Vocational rehabilitation programs were first initiated to rehabilitate veterans for employment after returning from war. Over the years, funding to states for rehabilitation training and research programs has increased considerably.

What Laws Relate to Recreation for Disabled Individuals?

The Rehabilitation Act, 1973 (P.L. 93-112) expanded the scope of rehabilitation. The goal of rehabilitation was broadened to include rehabilitation to enable clients to enjoy a better life. The expansion of the rehabilitation concept had the effect of expanding the population served to include individuals other than those targeted for employment. In addition to providing continued funding for training and research, new sections were added that had a significant impact on disabled individuals. Section 303, the Special Projects and Demonstrations Section authorized award grants from the then Department of Health, Education and Welfare to be used for renovations and construction of facilities to make them accessible to disabled individuals. In Section

502 (A)(II) for example, the Architectural and Transportation Barrier Compliance Board is authorized to investigate among other things, alternate approaches to eliminate barriers to disabled individuals in recreational facilities that include buildings, parks, and parklands. The Rehabilitation Act Amendments of 1978 (P.L. 95-602) extended the 1973 Rehabilitation Act. It further expanded the scope of rehabilitation services and focused additional attention on the need for recreational opportunities and services for disabled individuals. It reauthorized all of the programs that were included in the 1973 legislation and placed more emphasis on the development of demonstration projects.

What Problems Confront Disabled Individuals in Gaining Access to Recreation?

Major barriers confront disabled persons in gaining access to recreation. Architectural barriers is the single most important barrier. The buildings and the equipment within the building often do not accommodate persons who are mobility and sensory impaired. Attitudes represent another barrier that confronts the disabled individual in gaining access to the recreation system. Only recently has there been widespread recognition of the importance of recreation and leisure activities for disabled individuals. The negative attitudes of disabled persons toward themselves and recreation is a serious barrier. Lack of transportation to facilities and parks is still another barrier. Education and training is needed to make the public and disabled individuals aware of the importance of recreation in the lives of all people.

RESOURCES

Resource Guide: Recreation and Leisure for Handicapped Individuals, Free from OIRH, U. S. Department of Education, Washington, D.C. 20202.

A Guide to Re-Designing Accessible Outdoor Recreation Facilities, available free from Heritage Conservation and Recreation Service, 440 G Street, N.W., Washington, D.C. 20243.

Focus on Research: Recreation for Disabled Individuals, Regional Rehabilitation Research Institute on Attitudinal, Legal and Leisure Barriers, George Washington University, 1828, L Street, N.W., Suite 704, Washington, D.C. 20036.

Elizabeth Ogg, "Recreation for Disabled Persons," Public Affairs Pamphlets, 1979, 381 Park Avenue, South, New York 10016.

Access: The Guide to a Better Life for Disabled Americans, Bruck, Lilly, David Obst Books, Random House, New York, New York, 1978.

UNIT 8.0.0 — RECREATION

GOAL 8.1.0 — The student will acquire background information on recreation and leisure activities for disabled individuals.

INSTRUCTIONAL OBJECTIVE 8.1.1 — The student will explain why recreation and leisure activities should be accessible to everyone.

Suggested Activities	**Teaching Tips**
• Plan a school awareness week on recreation and leisure.	• Construct a bulletin board display. • Identify sources for getting display materials. • Exhibit posters and pictures about recreational activities. • Be sure to include disabled individuals participating in activities.
• Brainstorm the benefits of recreational and leisure activities to the individual.	• Review brainstorming techniques: - Allow about 2 minutes - One person talks at a time - Record **all** responses. Evaluate after brainstorming session.
• Listen to a guest speaker discuss the benefits of recreation and leisure activities.	• A person from the school Physical Education Department would be an appropriate speaker. • When you invite the speaker, send him or her a list of a few points the person might address. Be sure to include the following: - benefits to the individual - benefits to disabled persons - list the range of recreation and leisure activities • Have students prepare questions to ask speaker. • Allow time for questions/discussion.

Resources	**Evaluation**
	• The student will explain why recreation and leisure activities should be accessible to everyone.

UNIT 8.0.0 — RECREATION

GOAL 8.1.0 — The student will acquire background information on recreation and leisure activities for disabled individuals.

INSTRUCTIONAL OBJECTIVE 8.1.2 — The student will identify the laws that relate to recreation and leisure activities for disabled individuals.

Suggested Activities

- Contact local, state and Federal agencies and organizations for information on the laws related to recreation and leisure for handicapped individuals. (See list under resources below.)
- Construct a chart to record the information about the laws.

Teaching Tips

- Identify appropriate agencies to contact.
- Be sure students are clear on what they are looking for.
- Develop with student a sample letter.
- Develop a graph to chart mail out and return responses.
- From the information received have students list the law that assists disabled individuals in leisure activities.

- This might be an on-going project. The student might fill in the information as it is covered in class.
- The first task might be to fill in just the name.

Ex:

Name of law	Date of passage	Basic provision	Intent

- Other parts of the chart may be filled in later, after the student has learned more about the laws.
- Review the laws that relate to recreation and leisure activities for disabled individuals.
- Discuss sample press releases and their purpose.
- Students may work in small groups for this activity.
- Students may want to send their press releases to the editor of the school newspaper.

Resources

- Rehabilitation Services Administration
- National Recreation and Park Assoc.
- National Park Service
- Bureau of Outdoor Education
- National Rehab. Assoc.
- Local Park Service
- Recreation Assoc. (See Resource List for addresses in Teacher's Guide.)

Evaluation

- The student is able to state the names and sections of the laws that relate to recreation and leisure for handicapped individuals.

UNIT 8.0.0 — RECREATION

GOAL 8.1.0 — The student will acquire background information on recreation and leisure activities for disabled individuals.

INSTRUCTIONAL OBJECTIVE 8.1.3 — The student will explain the major provisions of the laws that ensure participation of handicapped persons in recreation and leisure activities.

Suggested Activities	**Teaching Tips**
• Listen to a guest speaker from a local, state or Federal agency or organization discuss the major provisions of the law.	• Have students identify issues and questions related to the laws on recreation. • Invite representatives from the agencies and organizations listed under resources. (See list under resources lesson 8.1.2.) • Inform the speaker of the specific issues you want him to address. • Allot time for questions and discussion.
• List each law and write description of the law that includes the major provision and the intent.	• Provide copies of the regulations of each law. • This can be used as an individual assignment in class or take home assignment.
• Debate: "Should recreational facilities and activities be required to accommodate individuals who require specially designed facilities and activities."	• Define related vocabulary. **Ex:** Facilities, programs, activities, specially designed, "barrier-free." • Divide the class into 2 teams - one group is to take "the pro" and the other group "the con." • Allot time for the two teams to prepare their argument. • Review the fundamentals of debate. • Assign judges (use students or staff).

Resources	**Evaluation**
	• The student is able to cite and explain the major components of the laws.

UNIT 8.0.0 — RECREATION

GOAL 8.1.0 — The student will acquire background information on recreation and leisure activities for disabled individuals.

INSTRUCTIONAL OBJECTIVE 8.1.4 — The student will describe the benefits of accessible recreational and leisure activities to different groups. (Disabled individuals, society)

Suggested Activities	Teaching Tips
• View a film depicting disabled persons participating in various recreational and leisure activities.	• Order and preview a film to pull out pertinent information • Develop a clear objectives for showing the films. • Develop guide questions to be answered by students after showing the film.
• Collect pictures and/or written materials which illustrate accessible recreational facilities and activities.	• Students can collect pictures from magazines. • The materials may be used in a bulletin board display or scrap book. • Have students write brief explanations of their pictures.

• Listen to a panel discuss the benefits of recreational and leisure activities for disabled individuals.	• The panel might include some or all of the following:
	  • disabled persons involved in sports, etc.
	  • recreational specialist
	  • physician
	  • rehabilitation counselor
	  • Physical Education teacher
	• Invite panel members and explain activity objectives to them.
	• Have students prepare questions.
	• Allow time for questions/discussion.

• Discuss the implications of the laws on oneself.	• Develop a list of discussion questions to be answered by students. • Record **all** responses on chalkboard.

Resources	Evaluation
• Magazines	• The student is able to list two benefits of accessible recreation and leisure activities for different groups.

UNIT 8.0.0 — RECREATION

GOAL 8.1.0 — The student will acquire background information on recreation and leisure activities for disabled individuals.

INSTRUCTIONAL OBJECTIVE 8.1.5 — The student will describe the responsibilities of different individuals and agencies for providing accessible recreational and leisure facilities and activities to disabled individuals.

Suggested Activities

- Listen to a guest speaker from local, state or Federal recreation agencies discuss their responsibility in providing accessible recreation for disabled individuals.
- Construct a chart to show the responsibilities of different groups for providing accessible recreation.

Teaching Tips

- Suggested speakers:
  - representative from Park Service
  - recreational specialist
- Send invitation to guest speaker along with a list of topics you and the students would like to have addressed.
- Allot time after presentation for questions/discussion.
- The chart can be provided to each student or large charts may be used for small groups.

Ex:

Individual or Group	Responsibility
National Park Service	Provide accessible facilities
Recreational Specialist	Train or hire trained staff to work with disabled individuals.

Resources

Evaluation

- The student will state one responsibility of each group for accessible recreation.

UNIT 8.0.0 — RECREATION

GOAL 8.1.0 — The student will acquire background information on recreation and leisure activities for disabled individuals.

INSTRUCTIONAL OBJECTIVE 8.1.6 — The student will describe the procedures for acquiring access to recreational and leisure activities.

Suggested Activities	**Teaching Tips**
• Write letter to agencies requesting information on accessible recreation and leisure programs.	• Develop list of addresses of agencies to write. • Develop with students specific questions to ask the agencies. Ex: - Who is responsible for monitoring the accessibility of recreational facilities? - What happens if recreation programs are found not to be in compliance? - What is the time line for compliance? • Assist students in developing a form letter. • Chart the responses.
• Role play how to request special service or modifications to accommodate your disability.	• With students, prepare a list of questions that individuals should ask when requesting special service or modifications in recreation. • Have students assume specific disabilities and ask for the accommodations they need at a recreational facility. • Review role play procedures: - set up the situation: who, what, where, when, why - role play for 3-5 minutes - observe: how the situation was handled, whether the problem was solved, alternative responses and solutions. • With students evaluate the requests and responses.

Resources	**Evaluation**
	• The student will describe the procedure for acquiring access to recreational and leisure activities.

UNIT 8.0.0 — RECREATION

GOAL 8.1.0 — The student will acquire background information on recreation and leisure activities for disabled individuals.

INSTRUCTIONAL OBJECTIVE 8.1.7 — The student will identify where more information about the law and the rights of disabled persons to recreation and leisure activities can be obtained.

Suggested Activities	**Teaching Tips**
• Identify available resources within the school, public library.	• Student may visit the libraries and list the resources contained there. • After each resource students should write a brief description of the resources and describe where it is located.
• Visit the local recreation agencies that list the resources they have available.	• Written descriptions should be done for the resources as in the above activity. • Identify and obtain permission to visit.
• Add the list of resources to the on-going file box of "Resources on the laws and systems."	• See suggested activity in lesson 3.1.8.

Resources	**Evaluation**
• Library	• The student will be able to cite or write two places to go for information on recreation and leisure activities for disabled persons.

UNIT 8.0.0 — RECREATION

GOAL 8.2.0 — The student will understand the recreation system as it exists for disabled individuals and the problems related to gaining access to recreation.

INSTRUCTIONAL OBJECTIVE 8.2.1 — The student will explain the concept of accessibility as it relates to recreation and leisure.

Suggested Activities	**Teaching Tips**
• Watch a movie on recreational facilities that are accessible to disabled individuals.	• Preview the film in order to pull out pertinent information. • List specific things that the students should look for in the film. • Develop guide questions to be answered by students after viewing the film.
• Examine magazines and find pictures of recreational facilities.	• Students can point out which facilities or activities are accessible or inaccessible. • Discuss how the inaccessible facilities can be made accessible. • The pictures can be displayed and labelled "accessible" and "inaccessible".
• Take a field trip to an existing facility to see accessible and nonaccessible facilities.	• Identify facility and make arrangements for visit. • Arrange to have a person from the centers talk about what was done to make the centers accessible. • Have students develop an accessibility checklist to use during the visit. • Have students summarize the results of the checklist. • Students can write down the things that need to be done to make the centers accessible.

Resources	**Evaluation**
	• The student will explain the concept of accessibility as it relates to recreation and will give one example.

UNIT 8.0.0 — RECREATION

GOAL 8.2.0 — The student will understand the recreation system as it exists for disabled individuals and the problems related to gaining access to recreation.

INSTRUCTIONAL OBJECTIVE 8.2.2 — The student will give examples of recreation barriers for at least three persons with different handicapping conditions.

Suggested Activities	Teaching Tips
• Listen to guest speakers (disabled persons requiring special accommodations) discuss barriers they face in recreational facilities and programs.	• Contact disabled and nondisabled individuals from the community. • Invite guest speaker. • Discuss with the speaker topics to be addressed. • Have students prepare questions to ask speaker. • Allot time for questions/discussion. • Prepare or select appropriate role play situations.
• Role play a person with a handicapping condition and participate in an activity that will demonstrate barriers faced by persons with that disability.	• Have students break into working groups. • Develop guidelines for the task. **Example:** - write script - identify issues to be addressed - practice the skit • Have students present skits and others identify the barriers. • Discuss possible ways to eliminate the barriers demonstrated.
• Conduct an accessibility survey of the recreational and leisure activities of the schools.	• Develop questions and things to look for. • Develop a survey form. • Inform staff of what your students are doing. • Decide how to summarize and process results. • This may be used as an individual or group activity.

Resources	Evaluation
	• The student will give an example of a barrier for three persons with different handicapping conditions.

UNIT 8.0.0 — RECREATION

GOAL 8.2.0 — The student will understand the recreation system as it exists for disabled individuals and the problems related to gaining access to recreation.

INSTRUCTIONAL OBJECTIVE 8.2.3 — The student will describe accommodations in recreation and leisure activities needed by at least three persons with different handicapping conditions.

Suggested Activities	**Teaching Tips**
• Write or phone for catalogues that sell modified equipment for handicapped persons.	• Locate companies that design, manufacture, and/or sell modified equipment. • Discuss letter-writing and telephone techniques. • Have students track letters sent and responses. • Arrange to display catalogues.
• Complete a matching activity by matching a barrier with an accommodation.	• Develop a worksheet for the matching exercise. • Review the completed worksheets in class. • Have students suggest other modifications besides those listed.
• Design an accessible recreation facility with accessible activities.	• Divide students into working groups. • Have students construct a visual illustration with a written description of what was done. • Have students use other departments in the school to assist them. • Have students share their designs with the class. The designs can be combined into a book.
• Develop a list of conditions at a recreation center or program that would make it inaccessible and a list of conditions that would make it accessible.	• Plan trips to several recreation centers and programs. • With students, develop a checklist of conditions and accommodations to observe. • Have students use checklist with programs they participate in. • Have students use the list to develop strategies for getting changes made using the laws that have been covered.

Resources	**Evaluation**
• Other departments in the school: - Art Department - Graphics Department - Physical Education Department	• The student will describe one accommodation in recreation and leisure that is needed by three persons with different handicapping conditions.

UNIT 8.0.0 — RECREATION

GOAL 8.2.0 — The student will understand the recreation system as it exists for disabled individuals and the problems related to gaining access to recreation.

INSTRUCTIONAL OBJECTIVE 8.2.4 — The student will identify the current recreation and leisure activity needs of disabled individuals and explain the difficulties in fulfilling those needs.

Suggested Activities	Teaching Tips
• Interview persons and ask what they think needs to be done to meet the needs of disabled individuals.	• Suggested people to interview: disabled persons, community persons, persons from advocacy organizations for handicapped persons, recreational specialists. • Develop a set of specific questions that can be asked. • Discuss interview techniques. • Have students write a report on their interviews.
• Conduct a survey of recreation centers in the area to see which ones are accessible.	• Develop a survey form. • Note what things are or are not accessible. • Put the results of the survey on a chart.
• Collect information on the costs of specific modifications.	• Students may talk to builders and engineers. • Develop a set of specific questions that can be asked. • Record the results on a class chart or in individual reports.

Resources	Evaluation
	• The student will describe at least two current needs of disabled persons in recreation and leisure by listing them orally or in writing and will be able to cite some difficulties in fulfilling those needs.

UNIT 8.0.0 — RECREATION

GOAL 8.2.0 — The student will understand the recreation system as it exists for disabled individuals and the problems related to gaining access to recreation.

INSTRUCTIONAL OBJECTIVE 8.2.5 — The student will state possible reasons for discrimination against disabled persons in recreation and leisure activities.

Suggested Activities	**Teaching Tips**
• Brainstorm possible attitudes people have regarding disabled persons' participation in recreational and leisure activities.	• Review brainstorming techniques: - allow about 2 minutes - one person talks at a time - record **all** responses. Evaluate **after** the brainstorming session. • List ideas on the chalkboard. • Have students tell why people might have those attitudes.
• Role play how a person who is prejudiced against disabled persons might act when he or she interacts with disabled persons.	• Divide students into working groups. • Have them identify situations at recreational centers where the interaction might occur. **Ex:** - in the swimming pool - on the basket ball court • Review role play procedures: - set up the situation: who, what, when, where, why - role play for 3-5 minutes - observe: how the situation was handled, whether the problem was solved, alternative responses and solutions. • After each role play situation, discuss what happened and why it happened, why did people react the way they did and what might help to change it?
Resources	**Evaluation**
	• The student will state two possible reasons for discrimination against disabled people in recreational and leisure activities.

SAMPLE TESTS
FOR USE WITH
THE ADVOCACY CURRICULUM

The following sample tests can be used as they are or modified to be more appropriate for your students. They have been designed to directly relate to the Instructional Objectives of the units.

Answer keys are provided after each test.

PRE- AND POST-TEST

FOR ENTIRE CURRICULUM

I. Match the words to the right with the definitions on the **left:**

___ 1. System which allows people to move from one place to another.

___ 2. To take positive steps in employing disabled people.

___ 3. Providing that programs, services, and activities are available and open to disabled individuals.

___ 4. Following the requirements of the law.

___ 5. A system which provides assistance to individuals who don't have enough money to take care of their basic needs.

___ 6. Changes made on the job to accomodate an individual's disability.

___ 7. A system which provides people with the chance to earn money in exchange for work or services they give.

___ 8. A health maintenance program for low income individuals.

___ 9. A program to provide cash assistance to assist needy aged, blind, and disabled persons.

___ 10. A federally funded program to assist eligible persons in obtaining food through the use of coupons.

___ 11. Federally funded disability insurance program for those who become blind or disabled before retirement.

___ 12. A health maintenance program providing benefits for eligible elderly and handicapped persons.

A. Recreation

B. Accessibility

C. Social Services

D. P.L. 94-142

E. Compliance

F. Supplemental Security Income

G. Reasonable Accommodation

H. Food Stamps

I. Medicare

J. Housing

K. Affirmative Action

L. Medicaid

M. Transportation

N. Social Security Disability

N. Social Security Disability Insurance

O. Employment

P. Housing and Community Development Act

Q. Special Education

R. Vocational Rehabilitation

____ 13. Legislation which provides for a free and appropriate education for handicapped children.

____ 14. A system which provides people with a way to spend leisure and free time.

____ 15. Legislation which provides assistance in housing for handicapped individuals.

____ 16. Instruction designed to meet the needs of the handicapped students.

____ 17. A system that provides shelter and privacy to people.

II. Circle the best answers for the statements below:

1. The functions of employment are:

   A. To earn money
   B. Self-esteem
   C. Independence
   D. All of the above
   E. None of the above

2. The law which prohits discrimination against handicapped individuals in employment is:

   A. Vocational Education Act as amended in 1976
   B. Education for All Handicapped Children Act, 1974
   C. Civil Rights Act of 1964
   D. Rehabilitation Act, 1973
   E. Comprehensive Employment and Training Act

3. The Section that prohibits discrimination by agencies or organizations receiving federal funds is:

   A. Section 501
   B. Section 402
   C. Section 504
   D. Section 502
   E. None of the above

4. The Rehabilitation Act provides for the following:

   A. Affirmative Action
   B. Reasonable Accommodation
   C. Nondiscrimination
   D. All of the above
   E. None of the above

5. An example of an employment accommodation is:

   A. Supplemental Security Income
   B. Free transportation
   C. Adjustment or modified work schedule
   D. All of the above
   E. None of the above

6. An individual or individuals who might need job accommodations:

   A. Visually impaired individual
   B. Emotionally impaired individual
   C. Learning disabled individual
   D. All of the above
   E. None of the above

7. The law(s) which prohibit(s) discrimination in transportation:

   A. Urban Mass Transportation Act, 1970
   B. Rehabilitation Act, 1973
   C. Federal-Aid Highway Act
   D. National Mass Transit Act, 1974
   E. All of the above

8. Laws that provide access to transportation for disabled individuals:

   A. Urban Mass Transportation Act, 1970
   B. Federal-Aid Highway Act
   C. National Mass Transit Act, 1974
   D. Section 504 of the Rehabilitation Act, 1973
   E. All of the above

9. Examples of barriers disabled individuals face in transportation include:

   A. Steps on a bus
   B. Lack of curb cuts or access to bus stops
   C. Steps into a subway station
   D. All of the above
   E. None of the above

10. The program which provides cash assistance to handicapped individuals who are needy is:

   A. Social Security Disability Insurance (SSDI)
   B. Supplemental Security Income (SSI)
   C. Unemployment Insurance
   D. All of the above
   E. None of the above

11. The Social Security Administration administers these programs that benefit handicapped individuals:

    A. Supplemental Security Income
    B. Social Security Disability Income (SSDI)
    C. Medicare
    D. Medicaid
    E. All of the above

12. Application for Supplemental Security Income is made to which one of the following:

    A. Social Security Office
    B. Department of Education
    C. Office of Budget and Management
    D. Department of Public Health
    E. Vocational Rehabilitation

13. The Department which administers the food stamp program is:

    A. Department of Agriculture
    B. Department of Transportation
    C. Department of Education
    D. Social Security Administration
    E. None of the above

14. Public Law 94-142 specifically provides an education for:

    A. Adult men and women
    B. Handicapped children, aged 3 to 21
    C. All school aged children
    D. None of the above

15. Handicappled individuals may be denied an education through which barriers:

    A. Architectural barriers
    B. Attitudinal barriers
    C. Lack of appropriate support services
    D. All of the above

16. Special education defined in P.L. 94-142 means:

    A. Education for a specific disability
    B. Special subjects such as music or art
    C. Instruction **designed to meet the unique needs** of the handicapped student
    D. All of the above

17. The following are included in an IEP:

    A. Student's present level of functioning
    B. Student's participation in regular classes
    C. Annual goals
    D. All of the above

18. Free and appropriate education means:

A. Without charge to parents
B. It meets the state agency's standards
C. Age appropriate education
D. All of the above

19. The system that provides shelter and privacy to people is called:

A. Transportation
B. Employment
C. Housing
D. Social Service

20. Having adquate shelter is a/an:

A. Right
B. Advantage
C. Luxury
D. None of the above

21. The purpose of the housing laws for handicapped persons is:

A. To provide funding for decoration of all homes for disabled persons
B. To provide funding to accommodate the housing needs of disabled person
C. To provide funding for the removal of architectural barriers
D. None of the above

22. The Housing Authority Act concerns itself with:

A. Rent subsidies
B. Funding to provide for outside maintenance of the home
C. Removal of architectural barriers
D. All of the above

23. Which of the following is a barrier to disabled person in housing?

A. Narrow doors and hallways
B. Lack of accessible parking
C. High counter tops
D. All of the above

24. Barrier free housing for disabled persons means:

A. A high kitchen counter
B. Much closet space
C. The ability to move from room to room without difficulty
D. No adequate parking spaces

25. A barrier for a person who uses a wheelchair is:

A. High countertops
B. No grab bars in the bathroom
C. Narrow hallways
D. A long-shagged rug
E. All of the above

26. Disabled persons may have difficulty in securing adequate housing because:

A. Architectural barriers do not provide easy access
B. Attitudinal barriers do not provide easy access
C. Underemployment/unemployment does not provide enough money to pay for adequate housing
D. All of the above

27. The system providing relaxation and leisure is:

A. Housing
B. Recreation
C. Transportation
D. Education

28. Disabled persons are often unable to use recreational facilities because of:

A. Lack of skill
B. Aptitude barriers
C. Architectural barriers
D. Altitude barriers

29. All disabled persons can participate in recreational activities through:

A. Program modification
B. Program accessibility
C. Teaching recreation staff about disabled people
D. All of the above

30. Legislation related to recreation for handicapped individuals include:

A. The 1978 Amendments to the Rehabilitation Act of 1973
B. The Education for all Handicapped Children Act
C. The Vocational Rehabilitation Act of 1965
D. All of the above

31. Recreation is necessary for:

    A. Health
    B. Fun
    C. Relaxation
    D. All of the above

32. The recreation system includes:

    A. Sports
    B. Performing arts
    C. Clubs
    D. All of the above

PRE-TEST/POST-TEST KEY

I.

1. M
2. K
3. B
4. E
5. C
6. G
7. O
8. L
9. F
10. H
11. N
12. I
13. D
14. A
15. P
16. Q
17. J

II.

1. D
2. D
3. C
4. D
5. C
6. D
7. E
8. E
9. D
10. B
11. E
12. A
13. A
14. B
15. D
16. C
17. D
18. D
19. C
20. A
21. B
22. A
23. D
24. C
25. E
26. D
27. B
28. C
29. D
30. A
31. D
32. D

UNIT 1.0.0 - ADVOCACY IN THE LIFE FUNCTIONING SYSTEMS

Circle the best answer for the statements below:

1. A system that our society uses is:

   A. Housing
   B. Transportation
   C. Employment
   D. All of the above

2. People move from one place to another through:

   A. Housing
   B. Education
   C. Transportation
   D. Human and Social Services

3. A **basic** civil right is:

   A. Being protected from the weather
   B. Living in a large and fancy house
   C. Owning an expensive sports car
   D. None of the above

4. Learning to read is:

   A. An advantage
   B. A basic civil right
   C. A transportation system
   D. All of the above

5. An individual advantage is:

   A. Taking private dance lessons
   B. Owning a sports car
   C. Living in a large and fancy house
   D. All of the above

6. The civil rights law for disabled people is:

   A. Section 504 of the Rehabilitation Act of 1973
   B. Civil Rights Act of 1964
   C. Title IX of the Education Amendments of 1972
   D. None of the above

7. Section 504 was written:

   A. To protect disabled people from discrimination in federally funded programs and activities
   B. To give civil rights to disabled people
   C. As part of the Rehabilitation Act of 1973
   D. All of the above

8. The purpose of Section 504 is to:

   A. Give all people beautiful homes
   B. Make sure disabled people have equal rights
   C. Give equal rights to people of every race, color, or national origin
   D. Give all disabled people high paying jobs

9. Section 504 talks about:

   A. Older Americans Act
   B. Civil Rights Act of 1964
   C. Employment Practices
   D. None of the above

10. An expected benefit of Section 504 for both disabled and nondisabled people is:

    A. To protect disabled people from discrimination because of their handicap
    B. To give disabled and nondisabled people a chance to get to know each other
    C. To make sure disabled people have equal rights
    D. All of the above

11. Disabled people can help other people follow Section 504 by:

    A. Knowing and understanding their rights
    B. Speaking up when there is not equal treatment
    C. Protecting Section 504 and seeing that it is followed
    D. All of the above

12. A barrier that means not being able to get into or around buildings because of steps or sidewalks without curb cuts is:

    A. An altitude barrier
    B. An occupational barrier
    C. An architectural barrier
    D. Job stereotyping

13. Which of the following is a barrier to transportation:

    A. Steps on a bus
    B. Lack of curb cuts or access to bus stops
    C. Steps into a subway station
    D. All of the above

14. A barrier for a person who is deaf is:

    A. Steps into an apartment building
    B. Lack of taped or brailled material about buses
    C. Narrow door and hallways in offices
    D. Television programs or movies that are not captioned or interpreted

15. A myth about disabled people is:

    A. All disabled people are unhappy
    B. Many disabled people are qualified for different jobs
    C. Disabled people have a right to an education
    D. People with disabilities enjoy concerts and movies

16. A person believes an idea is true. Later the person found the idea was false. The idea was a:

    A. Fact
    B. Myth
    C. Law
    D. None of the above

17. Speaking and/or acting for yourself, another person, a group or groups to reach a goal you support is:

    A. Housing
    B. Advocacy
    C. Barriers
    D. Myths

18. People advocate to:

    A. Change Laws
    B. Get rid of discrimination
    C. Reach an important goal
    D. All of the above

19. One of the roles of an advocate is:

    A. To suggest ways to solve a problem
    B. To find out the needs of the person or group
    C. To tell people myths about disabled people
    D. Both A and B

20. A skill needed to be a good advocate is:

    A. Knowing about what your goal is
    B. Knowing what needs to be done to reach your goal
    C. Being able to express yourself openly and honestly
    D. All of the above

UNIT 1.0.0 - ADVOCACY IN THE LIFE FUNCTIONING SYSTEMS

Answer Key

I.

1. D
2. C
3. A
4. B
5. D
6. A
7. D
8. B
9. C
10. D
11. D
12. C
13. D
14. D
15. A
16. B
17. B
18. D
19. D
20. D

UNIT 2.0.0 - APPLICATION OF ADVOCACY TO THE INDIVIDUAL SYSTEM

Circle the best answer for the statements below:

1. Speaking and/or acting for yourself, another person, a group or groups to reach a goal you support is:

   A. Housing
   B. Advocacy
   C. Barriers
   D. Myths

2. A person who learns what his or her rights are and develops skills to defend those rights is:

   A. Continuing myths
   B. Discriminating
   C. A self-advocate
   D. All of the above

3. People advocate to:

   A. Change laws
   B. Get rid of discrimination
   C. Reach an important goal
   D. All of the above

4. One of the roles of an advocate is:

   A. To suggest ways to solve a problem
   B. To find out the needs of the person or group
   C. To tell people myths about disabled people
   D. All of the above

5. A role and function of an advocate is:

   A. To explain what rights people have
   B. To run for political office
   C. To provide jobs for people
   D. All of the above

6. An advocacy goal could be:

   A. To make a lot of money
   B. To make sure transportation is accessible
   C. To be on television
   D. To buy an expensive house

7. A skill needed to be a good advocate is:

   A. Knowing about what you are advocating
   B. Knowing what needs to be done to reach your goal
   C. Being able to express yourself openly and honestly
   D. All of the above

8. Making a subway station accessible to people with disabilities is part of which system:

   A. Housing
   B. Education
   C. Employment
   D. Transportation

9. An advocacy effort in housing might involve:

   A. Making parks accessible
   B. Learning the housing laws
   C. Learning how to build a brick house
   D. Buying an expensive house

10. To find out the needs of disabled people in transportation, an advocate can:

    A. Learn the transportation laws
    B. Interview disabled people
    C. Do research on the transportation system
    D. All of the above

11. To make sure people and agencies follow the recreation laws, an advocate should:

    A. Know and understand their rights
    B. Pay to make parks accessible
    C. Let people know about the laws
    D. Both A and C

12. A desired outcome for advocacy effort in recreation might be:

    A. Getting expensive equipment
    B. Getting accessible park programs
    C. Building new and larger park buildings
    D. All of the above

13. An advocacy goal in housing might be:

    A. To get accessible public housing that can be used by disabled people
    B. To make sure **every** apartment building in the city is accessible
    C. To give all disabled people a lot of money to build expensive and accessible homes
    D. All of the above

14. An advocate for accessible transportation will:

    A. Tell myths about disabled people
    B. Not know ways to reach a specific goal
    C. Know the laws and needs of disabled people
    D. All of the above

15. A skill needed for an advocate in the transportation system is:

    A. The ability to drive a car
    B. An understanding of the goal(s) to be reached
    C. An understanding of how to build the engine of a bus
    D. An understanding of the Social Security Act

16. A good place to get information about Section 504 is:

    A. Regional Office for Civil Rights
    B. City government
    C. Libraries
    D. All of the above

17. We can get information about the laws relating to disabled people from:

    A. People who know about the rights of person with disabilities
    B. Organizations
    C. Books and magazines
    D. All of the above

18. When programs, services and activities can be used by disabled persons, they are:

    A. Accessible
    B. Barriers
    C. Not expensive
    D. Myths

19. A barrier for a blind student in education is:

    A. Steps into the school
    B. Books are not taped, brailled, or in large print
    C. Interpreters are not provided
    D. Narrow doors and hallways

20. Providing oral or sign language interpreters for meetings is an accommodation for a:

    A. Mobility-impaired student
    B. Learning disabled student
    C. Deaf student
    D. Blind student

UNIT 2.0.0 - APPLICATION OF ADVOCACY TO THE INDIVIDUAL SYSTEM

Answer Key

I.

1. B
2. C
3. D
4. D
5. A
6. B
7. D
8. D
9. B
10. D
11. D
12. B
13. A
14. C
15. B
16. D
17. D
18. A
19. B
20. C

UNIT 3.0.0 - EDUCATION

Circle the best answer for the statements below:

1. The educational system should be accessible to everyone because:

   A. It gives people a lot of the information and skills they need to work and live independently
   B. They will all get high paying jobs
   C. People will become dependent
   D. All of the above

2. The system which gives people the chance to learn things is:

   A. Housing
   B. Transportation
   C. Education
   D. Human and Social Services

3. The law which gives handicapped children and youth the right to a free and appropriate education is:

   A. Section 8
   B. Urban Mass Transportation Assistance Act of 1970
   C. The Education for All Handicapped Children Act of 1975 (P.L. 94-142)
   D. Section 501

4. P.L. 94-142 is for children who are:

   A. Mentally retarded
   B. Deaf
   C. Visually handicapped
   D. All of the above

5. The purpose of P.L. 94-142 is to:

   A. Make school easy
   B. Give handicapped children a free and appropriate education
   C. Give handicapped people jobs
   D. All of the above

6. P.L. 94-142 provides an education for:

   A. Adult men and women
   B. Handicapped children, ages 3-21
   C. All school aged children
   D. All of the above

7. Instruction designed to meet the unique needs of the handicapped student is:

   A. Special Education
   B. Related Services
   C. Individualized Education Program
   D. Least Restrictive Environment

8. Related services include:

   A. Transportation
   B. Speech therapy
   C. Recreation
   D. All of the above

9. P.L. 94-142 is important because:

   A. Handicapped children will get an education
   B. Nonhandicapped students will meet more handicapped students and get to know them
   C. Parents have rights in protecting their handicapped child's right to an education
   D. All of the above

10. Parents have a right to:

    A. Be informed when the school will do testing or change a student's class
    B. See his or her child's private records
    C. See that his or her child is educated in the least restrictive environment
    D. All of the above

11. To make sure schools follow the law, parents should:

    A. Speak up if they feel their child's education is not fair
    B. Know their rights and responsibilities under P.L. 94-142
    C. Know and understand the rights of handicapped children
    D. All of the above

12. School teachers and administrators should:

    A. Ignore handicapped children
    B. Know and understand the rights of handicapped children under the laws, and how to work with them on an individual basis
    C. Put all handicapped students in one classroom
    D. All of the above

13. More information about P.L. 94-142 can be found from:

    A. The library
    B. Local education agency
    C. State education agency
    D. All of the above

14. We can learn more about the rights of handicapped children from:

    A. People who know about the rights of disabled people
    B. Organizations
    C. Books and magazines
    D. All of the above

15. Special education can include:

    A. Classroom instruction
    B. Instruction in physical education
    C. Instruction in the home, hospital, or institution
    D. All of the above

16. A free and appropriate education includes:

    A. Special education
    B. Related services
    C. A private tutor
    D. Both A and B

17. A barrier for blind student in education is:

    A. Steps into the school
    B. Books are not taped, brailled or in large print
    C. Interpreters are not provided
    D. Narrow doors and hallways

18. Steps to a physical education classroom or a barrier for a:

    A. Deaf student
    B. Mobility-impaired student
    C. Learning disabled student
    D. Blind student

19. Providing oral or sign language interpreters for classes is an accommodation for a:

    A. Mobility-impaired student
    B. Learning disabled student
    C. Deaf student
    D. Blind student

20. An accommodation for a learning disabled student might be:

    A. Ramps into the building
    B. Interpreters for classes
    C. Brailled material
    D. A special teacher who provides support services

UNIT 3.0.0 - EDUCATION

Answer Key

I.

1. A
2. C
3. C
4. D
5. B
6. B
7. A
8. D
9. D
10. D
11. D
12. B
13. D
14. D
15. D
16. D
17. B
18. B
19. C
20. D

UNIT 4.0.0 - EMPLOYMENT

Circle the best answer for the statements below:

1. A disabled person has a right to employment if:

   A. Disabled
   B. Qualified for the job
   C. Unable to do the basis tasks with reasonable accommodation
   D. All of the above

2. The civil rights law for disabled people is:

   A. Section 504 of the Rehabilitation Act of 1973
   B. Civil Rights Act of 1964
   C. Title IX of the Education Amendments of 1972
   D. None of the above

3. Section 504:

   A. Protects disabled people from discrimination in federally funded programs and activities
   B. Gives civil rights to disabled people
   C. Is part of the Rehabilitation Act of 1973
   D. All of the above

4. The purpose of Section 504 is to:

   A. Give jobs to unqualified people
   B. Make sure disabled people have equal rights to employment
   C. Give equal rights and opportunities to women
   D. Give all disabled people high paying jobs

5. A handicapped person who meets the basic requirements for a position is:

   A. A qualified handicapped person
   B. A person who is not qualified for a job
   C. Someone trained to be a typist who applies for a job as high school principal
   D. Both A and C

6. Section 504 talks about:

   A. Nondiscriminaton on the basis of handicap
   B. Hiring and promoting disabled people
   C. Reasonable accommodation
   D. All of the above

7. Equal employment opportunities for qualified disabled people is part of:

   A. P.L. 94-142
   B. Section 504
   C. Section 202
   D. Section 8

8. One of the benefits of Section 504 is:

   A. Disabled people have an equal chance to earn money for work done
   B. All disabled people will get high paying jobs
   C. Disabled people don't have to go to school to get jobs anymore
   D. All of the above

9. A good place to get more information about Section 504 is:

   A. Regional Offices for Civil Rights
   B. City government
   C. Libraries
   D. All of the above

10. We can get information about Section 504 from:

    A. People who know about the rights of disabled persons
    B. Organizations
    C. Books and magazines
    D. All of the above

11. When programs, services, and activities can be used by disabled persons, they are:

    A. Barriers
    B. Not expensive
    C. Accessible
    D. Myths

12. Employment accessibility means:

    A. Disabled people can get into a building and to their offices
    B. Every building must be torn down and built again
    C. Hiring people who are not qualified
    D. None of the above

13. An employment barrier for a deaf person is:

    A. No elevators in the building
    B. No raised print, brailled or taped materials
    C. No interpreters for meetings
    D. Steps into a building

14. Steps into an office building are a barrier for a person who is:

    A. Deaf
    B. Mobility impaired
    C. Blind
    D. All of the above

15. Using a fire alarm that flashes as well as rings is an employment accommodation for a person who is:

    A. Deaf
    B. Mobility impaired
    C. Blind
    D. All of the above

16. An employment accommodation for a blind person is:

    A. Providing taped material
    B. Providing a sign language interpreter
    C. Putting ramps in buildings
    D. Raising a desk with blocks to make it higher

17. A reasonable accommodation made at work for a disabled person must be:

    A. Decided on an individual basis
    B. Job relatated
    C. Expensive
    D. Both A and B

18. People who might need job accommodations are:

    A. Visually impaired person
    B. Hearing impaired person
    C. Learning disabled person
    D. All of the above

19. Some people discriminate against disabled people because:

    A. The have not worked with disabled people before
    B. They do not know that disabled people are able to do many jobs
    C. They do not know anything about disabled people
    D. All of the above

20. If a company gives a job to someone who is not qualified instead of to a qualified disabled person, the company is:

    A. Making reasonable accommodation
    B. Discriminating against the disabled person
    C. Making the program accessible
    D. Developing good attitudes

UNIT 4.0.0 - EMPLOYMENT

Answer Key

I.

1. B
2. A
3. D
4. B
5. A
6. D
7. B
8. A
9. D
10. D
11. C
12. A
13. C
14. B
15. C
16. A
17. D
18. D
19. D
20. B

UNIT 5.0.0 - HOUSING

Circle the best answer for the statements below:

1. The home is a place where people can:
   - A. Have shelter from the weather
   - B. Have some privacy
   - C. Do things they are interested in
   - D. All of the above

2. Housing should be accessible to disabled people because:
   - A. There are laws that give them the right to accessible housing
   - B. They need fancy and expensive homes
   - C. They need a large house
   - D. All of the above

3. The Housing and Community Development Act of 1974 authorizes money to:
   - A. Help rich people
   - B. Give disabled people large and fancy homes
   - C. Accommodate the housing needs of elderly and handicapped people
   - D. None of the above

4. The purpose of the housing laws for handicapped persons is:
   - A. To give money for the decoration of all homes for disabled persons
   - B. To give money to accommodate the housing needs of disabled people
   - C. To give money to make disabled and nondisabled people's homes accessible
   - D. None of the above

5. The law that forbids rent assistance from being considered income to persons getting Supplemental Security Income is:
   - A. Section 8
   - B. Section 202
   - C. Housing Authority Act of 1976
   - D. National Mass Transit Assistance Act of 1974

6. A section of which law provides housing assistance to individuals and families who are elderly or disabled and have low income:
   - A. Section 504
   - B. Section 502
   - C. Housing and Community Development Act of 1974
   - D. P.L. 94-142

7. One of the good things about the housing laws is:
   - A. Disabled people will find it harder to get accessible housing
   - B. All disabled people will get a lot of money to make their homes fancy
   - C. Money can be given to help meet the housing needs of disabled and elderly people
   - D. All of the above

8. To make sure people follow the law, disabled people should:

   A. Speak out when they see their needs are not being met
   B. Know and understand the laws
   C. Let people know about the rights of disabled people
   D. None of the above

9. Public housing authorities should:

   A. Ignore disabled people
   B. Know and understand the rights of disabled people
   C. Make sure all buildings are not accessible
   D. None of the above

10. Information about the housing laws can be found from:

   A. Local Public Housing Authorities
   B. Libraries
   C. The Department of Housing and Urban Development
   D. All of the above

11. We can learn more about the rights of disabled people from:

   A. People who know about the rights of disabled persons
   B. Organizations
   C. Books and magazines
   D. All of the above

12. Barrier free housing for disabled persons means:

   A. A high kitchen counter
   B. Much closet space
   C. Being able to move from room to room
   D. No parking spaces near the building

13. A barrier for a disabled person in housing is:

   A. Narrow doors and hallways
   B. No accessible parking
   C. High counter tops
   D. All of the above

14. A barrier for a deaf person is:

   A. High counter tops
   B. No flashing lights for emergencies
   C. Elevator buttons are not brailled or in raised print
   D. All of the above

15. High counter tops are a barrier for a:

    A. Deaf person
    B. Person who uses a wheelchair
    C. Blind person
    D. Learning disabled person

16. Putting braille on elevator buttons and appliances is an accommodation for a:

    A. Deaf person
    B. Person who uses a wheelchair
    C. Blind person
    D. Learning disabled person

17. A housing accommodation for a person who uses a wheelchair is:

    A. Accessible and nearby parking
    B. Ramps into an apartment
    C. Low counter tops
    D. All of the above

18. Disabled people find it hard to get accessible housing because:

    A. Architectural barriers do not make access easy
    B. Attitudinal barriers do not make access easy
    C. Disabled people sometimes cannot find jobs or do not make a lot of money to pay for good housing
    D. All of the above

19. Some people discriminate against disabled people because:

    A. The have not worked with disabled people before
    B. They do not know anything about disabled people
    C. They do not know the rights of disabled people
    D. All of the above

20. To help people who work in housing develop good attitudes about disabled people, individuals can:

    A. Tell them about the rights of disabled people
    B. Tell them about the different ways to accommodate disabled people
    C. Give them information about disabilities and disabled people
    D. All of the above

UNIT 5.0.0 - HOUSING

Answer Key

I.

1. D
2. A
3. C
4. B
5. C
6. C
7. C
8. D
9. B
10. D
11. D
12. C
13. D
14. B
15. B
16. C
17. D
18. D
19. D
20. D

UNIT 6.0.0 - TRANSPORTATION

Circle the best answer for the statements below:

1. Transportation laws:

   A. Make the transportation system accessible to disabled people
   B. Make housing accessible to disabled people
   C. Give disabled children a free and appropriate education
   D. None of the above

2. Transporation should be accessible so that disabled people can:

   A. Get to their jobs
   B. Be independent
   C. Move from one place to another
   D. All of the above

3. The law(s) that provide(s) access to our use of transportation for disabled individuals:

   A. Urban Mass Transportation Assistance Act of 1970
   B. Federal-Aid Highway Act of 1973
   C. Section 504 of the Rehabilitation Act of 1973
   D. All of the above

4. The law(s) which forbid discrimination in transportation:

   A. Urban Mass Transportation Assistance Act of 1970
   B. Federal-Aid Highway Act of 1973
   C. National Mass Transportation Assistance Act of 1974
   D. All of the above

5. The law which says that elderly and handicapped persons have the same right as other persons to use mass transportation facilities and services is:

   A. Section 202
   B. Urban Mass Transporation Assistance Act of 1970
   C. National Mass Transit Assistance Act of 1974
   D. Section 8

6. Several of the reasons the transportation laws were passed were to:

   A. Make transportation open to and useable by disabled people
   B. Give money for research on accessibility
   C. Give money to make it harder for disabled people to use public transportation
   D. Boths A and B

7. The National Mass Transportation Assistance Act provides for:

   A. Money for research on accessibility
   B. Half-fare programs for elderly and handicapped persons
   C. Money to make train systems accessible or available to handicapped and elderly people
   D. All of the above

8. Section 504 of the Rehabilitation Act says that:

   A. Half-fare programs will be available to elderly and handicapped people
   B. Research will be done on making transportation accessible
   C. No qualified handicapped person will be kept from participating in a federally funded activity or program
   D. All of the above

9. A good thing about the transportation laws for disabled people is:

   A. Public transportation will be harder for disabled people to use
   B. Public transportation will be easier for disabled people to use
   C. Disabled people will spend a lot of money to use public transportation
   D. All of the above

10. A benefit of the transportation laws for bus drivers and train station workers is:

    A. They will learn more about disabled people
    B. They will make a lot of money from disabled people
    C. They will work better with disabled people
    D. Both A and C

11. A good place to find more information about transportation and disabled people is:

    A. The Department of Transportation
    B. The library
    C. The Office for Civil Rights
    D. All of the above

12. We can find out more about the transportation laws by:

    A. Writing for information
    B. Talking with disabled and nondisabled people who know about accessible transportation
    C. Going to the library
    D. All of the above

13. Programs, services, and activities that are available and can be used by disabled people are:

    A. Barriers
    B. Accessible
    C. Expensive
    D. Not useable

14. An accessible bus:

    A. Is useable by disabled people
    B. Has ramps or lifts
    C. Has spaces for wheelchairs
    D. None of the above

15. A bus is not accessible if it has:

    A. Ramps or lifts
    B. Steps, and no ramps or lifts
    C. Places for wheelchairs
    D. None of the above

16. Spoken announcements in a train station that are not given visually are a barrier for:

    A. Blind people
    B. Deaf people
    C. People who use wheelchairs
    D. All of the above

17. A subway station is accessible for people who use wheelchairs if:

    A. People can get to the station in elevators
    B. The elevator buttons are where people who use wheelchairs can reach them
    C. People can get out of the station in elevators
    D. All of the above

18. An accommodation for a blind person is:

    A. Lifts or ramps on buses
    B. Lights flash to show the train is coming
    C. Schedules and maps are on tape, in braille, or large print
    D. Spaces for wheelchairs on buses

19. Some people discriminate against disabled people because:

    A. The have not worked with disabled people before
    B. They do not know anything about disabled people
    C. They do not understand why it is important to make transportation accessible
    D. All of the above

20. If public transporation is accessible, disabled people can:

    A. Depend on friends and family
    B. Get to their job
    C. Be more independent
    D. Both B and C

UNIT 6.0.0 – TRANSPORTATION

Answer Key

I. 1. A
2. D
3. D
4. D
5. B
6. D
7. B
8. C
9. B
10. D
11. D
12. D
13. B
14. D
15. B
16. B
17. D
18. C
19. D
20. D

UNIT 7.0.0 - HUMAN AND SOCIAL SERVICES

Circle the best answer for the statements below:

1. Human and social services should be available to disabled people because:

   A. The make a lot of money
   B. Many people don't have enough money to take care of their basic needs
   C. They need to decorate their homes
   D. All of the above

2. People who might be unable to take care of their basic needs for long or short times are:

   A. Elderly people who are unable to work
   B. Children whose parents have died or have become disabled
   C. People who are ill for a long time
   D. All of the above

3. The law that talks about social service programs for disabled people is the:

   A. Urban Mass Transportation Assistance Act of 1970
   B. Education for All Handicapped Children Act of 1975
   C. Social Security Act of 1974
   D. None of the above

4. The Social Security Act talks about:

   A. Social services
   B. Health
   C. Nutrition
   D. All of the above

5. The purpose of Social Security Disability Insurance (SSDI) is to:

   A. Give food stamps to disabled people
   B. Improve and make available services for people who do not have a lot of money
   C. Provide income support to qualified handicapped people by giving cash assistance
   D. None of the above

6. The program that gives cash assistance to needy elderly, blind and disabled people is:

   A. Medicare
   B. Medicaid
   C. Supplemental Security Income (SSI)
   D. Food stamp program

7. Human and Social Service Programs are imporatant because:

   A. They help people who make a lot of money
   B. They help people who don't have enough money to take care of their basic needs
   C. They provide an education for handicapped children
   D. Both B and C

8. The purpose of the Medicaid program is to:

   A. Provide food stamps
   B. Give money to needy elderly, blind and disabled people
   C. Improve and make available medical services for people who do not have a lot of money
   D. All of the above

9. The Department of Agriculture provides:

   A. Nutrition programs to people who do not make much money
   B. Stamps for mailing letters
   C. Medicaid programs
   D. None of the above

10. The local Department of Social Services provides:

   A. Housing services
   B. Volunteer visiting nurse services
   C. Meal planning, nutrition and shopping information
   D. All of the above

11. One place where Medicare is carried out on the local level is:

   A. The Department of Transportation
   B. Private insurance companies
   C. The Department of Education
   D. The Department of Agriculture

12. People can apply for Supplemental Security Income (SSI) at the:

   A. Department of Education
   B. Local Social Security Office
   C. Office of Budget and Management
   D. Department of Transportation

13. More information about Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI) can be found from:

   A. The local Department of Social Services
   B. Community agencies
   C. The library
   D. All of the above

14. Information about Medicaid can be found from:

    A. The Department of Transportation
    B. The local Department of Social Services
    C. The Department of Health
    D. Both B and C

15. The Food Stamp Program is managed by:

    A. The Department of Education
    B. The Department of Agriculture
    C. The Department of Transportation
    D. None of the above

16. Section 504 of the Rehabilitation Act of 1973:

    A. Protects disabled people from discrimination in programs and activities that get money from the federal goverment
    B. Is a civil rights law for disabled people
    C. Means that Social Service programs that get money from the federal government cannot discriminate against disabled people
    D. None of the above

17. An accommodation a blind person would need in human and social services is:

    A. An interpreter
    B. Ramps into the local Department of Social Services
    C. Written material in braille, on cassette tape, or in large print
    D. All of the above

18. Providing a sign language or oral interpreter during meetings with the local Department of Social Services people is an accommodation for a:

    A. Blind person
    B. Deaf person
    C. Person who uses a wheelchair
    D. Learning disabled person

19. To make sure people follow the human and social service laws, disabled people should:

    A. Know and understand their rights
    B. Learn what services are available to them
    C. Speak out when there is not equal treatment
    D. All of the above

20. Health programs, organizations, and hospitals that accept Medicaid or Medicare:

    A. Must provide services to disabled people
    B. Are covered by Section 504
    C. Must make their services and programs useable by disabled people
    D. All of the above

UNIT 7.0.0 - HUMAN AND SOCIAL SERVICES

Answer Key

I.

1. B
2. D
3. C
4. D
5. C
6. C
7. B
8. C
9. A
10. D
11. B
12. B
13. D
14. D
15. B
16. D
17. C
18. B
19. D
20. D

UNIT 8.0.0 - RECREATION

Circle the best answer for the statements below:

1. Recreation should be available to and useable by disabled people because:
   - A. It is important for both disabled and nondisabled people to have a way to relax and have fun
   - B. It costs a lot of money
   - C. Disabled people do not like to have fun
   - D. All of the above
2. A system that gives people a way to spend their free time is:
   - A. Housing
   - B. Employment
   - C. Recreation
   - D. Transportation
3. One of the things that the Rehabilitation Amendments of 1978 talk about is:
   - A. Transportation for women
   - B. The need for recreation services for disabled people
   - C. Housing for black people
   - D. All of the above
4. Recreation is important for:
   - A. Disabled people
   - B. Nondisabled people
   - C. Children
   - D. All of the above
5. A benefit of accessible recreation:
   - A. More disabled people can enjoy recreation activities
   - B. Disabled and nondisabled people can have fun together and get to know each other
   - C. More disabled people can develop skills in recreation activities
   - D. All of the above
6. To help people or agencies follow the recreation laws, disabled people should:
   - A. Know and understand their rights
   - B. Pay to make parks accessible
   - C. Let people know about the laws
   - D. Both A and C

7. People who work in recreation should:

   A. Ignore disabled people
   B. Learn about disabled people and their rights
   C. Develop negative attitudes
   D. All of the above

8. More information about the law and rights of disabled people to recreation activities can be found at:

   A. National Park Service
   B. Library
   C. Local Park Service
   D. All of the above

9. We can get more information about the Rehabilitation Act of 1973 from:

   A. People who know about the rights of disabled people
   B. Organizations
   C. Books and magazines
   D. All of the above

10. An accessible park:

   A. Is useable by disabled people
   B. Has steps leading to all activities
   C. Is not available by public transportation
   D. Has equipment that is not safe to use

11. If recreation programs, services, and activities are available and useable by disabled people, they are:

   A. Barriers
   B. Accessible
   C. Expensive
   D. All of the above

12. A barrier in recreation for a mobility-impaired person is:

   A. No interpreted tours
   B. Steps leading to a park
   C. No taped or brailled material
   D. None of the above

13. Not providing tour or activity information in braille, large print, or on tape is a barrier for a:

   A. Deaf person
   B. Mobility-impaired person
   C. Blind person
   D. None of the above

14. Providing sign language or oral interpreters and activities is an accommodation for a person who is:

    A. Mobility-impaired
    B. Deaf
    C. Blind
    D. Learning disabled

15. An accommodation for a blind person is:

    A. Putting ramps in parks
    B. Putting ramps in old buildings
    C. Providing sports information in braille or on tape
    D. Using flashing lights for emergencies in theaters

16. Some people discriminate against disabled people because:

    A. They have not worked with disabled people before
    B. They do not know the laws required accessibility in recreation
    C. They do not understand why recreation is important
    D. All of the above

17. Disabled people are often unable to use recreation facilities because of:

    A. Lack of skill
    B. Aptitude barriers
    C. Architectural barriers
    D. All of the above

UNIT 8.0.0 - RECREATION

Answer Key

I.

1. A
2. C
3. B
4. D
5. D
6. D
7. B
8. D
9. D
10. A
11. B
12. B
13. C
14. B
15. C
16. D
17. C

SELF INSTRUCTIONAL MODULE

To The Teacher

This is a course in advocacy. It is a self-instructional course and is meant for students who can work independently. It can be used with both disabled and nondisabled students but may be more relevant for the former.

This course is divided into three sections which include a total of 22 objectives and accompanying activities focused on ensuring equal rights for disabled persons. The objectives and activities build on each other and therefore should be done in sequence. The purpose of the course is to provide students with background information and knowledge about problems related to and skills necessary for ensuring equal rights for disabled persons.

At the end of each section are review questions so that the student can check his or her own learning. Most activities and all section review questions have answer sheets. It is intended that the student use these to check his or her work **after** the activity or review questions are completed. This provides the student with a self-check on how he or she is mastering the material. If you wish to have more direct control over the student's progress in this course, you can remove the answer sheets from the student manual and require that the student check his or her work with you.

Before a student begins the course, give him or her the prestest.* Next to each question on the answer sheet is the objective number in the course which discusses that topic. According to the number of questions missed, you can either direct the student to study only specific objectives or you can ask him or her to do the entire course. In Section I, if the student misses more than four questions, he or she should do the entire section rather than isolated objectives. Section I includes the background information necessary for the successful completion of the curriculum. Although it is acceptable to skip objectives that are already mastered, the objectives and activities should be done in sequence.

In general, the course is self-instructional, but there are occasions when the student will require your assistance (e.g., to approve several letters before they are mailed). You should check periodically to see how the student is doing on the activities.

When a student finishes the course, he or she will ask you for a copy of the post-test. The pretest and post-test are identical; therefore, as with the pretest, the objective number where the answer to the question was discussed is next to each question on the answer sheet.

The correspondence between the sections, the objectives, and the pretest and post-test questions can be seen in Table I. Table I also indicates the number of questions that should be answered correctly to assume that the student understands the section sufficiently. It is also acceptable to require 100% accuracy.

* **Note:** The test is in the resource section of this publication.

TABLE I

Section	Objective numbers	Pretest & Post-test question numbers	Number of questions student should answer correctly for successful course completion.
I	1 - 12	1 - 12	10
II	13 - 16	13 - 16	3
III	17 - 22	17 - 21	4

INTRODUCTION

This is a course in advocacy. It is divided into three sections. Each section has objectives and activities. When you finish this course, you will have met the following goals:

- You will know about basic civil rights and how they apply to disabled individuals.
- You will know about the problems disabled people may have in achieving equal rights.
- You will understand the meaning of advocacy and the procedures required to ensure equal rights for disabled individuals.

This course is meant to be self-instructional, that is, you will do it on your own. Most of the information you will need is included in the course. You will also be able to use experiences from your life and other information that you already know.

INSTRUCTIONS FOR USE

Before you begin the course, complete the pretest. Your teacher will tell you where to get it. The pretest will probably be hard, but answer as many of the questions as you can. When you have finished the pretest, give it to your teacher who will tell you where to begin in the course. You will probably want to do the entire course even if you got some of the pretest questions correct.

Once you start the course, do all the objectives and activities in order. After each objective, do the accompanying activity. The activities will help you learn and use the information you read in the objective. Most activities and all section review questions have answer sheets. They are for you to use to check your work **after** you complete the activity or questions. They will help you check yourself to make sure you are on the right track. If any of your answers differ from those on the answer sheet, try to understand why. It may be helpful to look over the objective again.

Now you're ready to begin. **GOOD LUCK!!!**

SECTION I

BASIC CIVIL RIGHTS AND HOW THEY APPLY TO DISABLED INDIVIDUALS

In this section, you will get a general understanding of what basic civil rights are and how they apply to disabled individuals. There are 12 objectives which will help you learn about civil rights. When you finish reading this section and doing the activities you will be able to do the following:

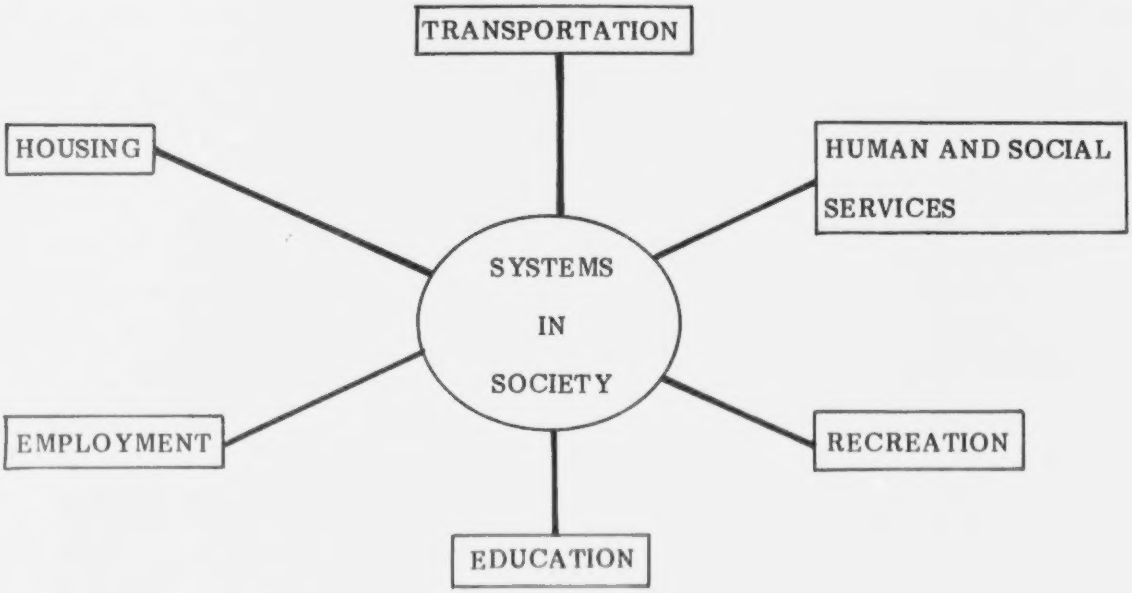
- Identify various systems in our society.
- Define and list examples of every citizen's basic civil rights within each system.
- Explain why everyone is entitled to the same basic civil rights.
- Explain the difference between basic rights and individual advantages.
- Describe what has been done to ensure civil rights and provide examples.
- Identify section 504 of the Rehabilitation Act of 1973 as a specific law that ensures equal rights for disabled people.
- Explain the intent of section 504.
- Identify the basic provisions of section 504.
- Describe the expected benefits of section 504.
- Describe the responsibilities involved in complying with section 504.
- Describe the procedures used to ensure that section 504 is enforced and the consequences of noncompliance.
- Identify where more information about section 504 can be obtained.

OBJECTIVE 1: YOU WILL IDENTIFY VARIOUS SYSTEMS IN OUR SOCIETY.

Take a few minutes and think of all the possible ways you could get to school.

You probably thought of using a car or a bus or a taxi. Maybe you even thought of walking. Did you also think of a train or a plane or a horse? Some of these methods of getting to school might not appeal to you or may not apply to you. Yet, they all have something in common. All the methods just mentioned, plus lots more, allow us to move from one place to another. As you know, we have given this idea a name — we call it transportation. Transportation is one **system** in our society. It is something that makes our society work better for us.

We will be talking a lot about **systems.** "System" is the name given to the mediums through which services are provided that maintain and enhance the lives of people on a daily basis. We have already seen that transportation is one system. There are other systems in our society. In this unit, we will look at six systems:



These systems often interact and your success in one system may depend on your success in another system. For example, a good education may lead to a good job which will give you money to get a nice house. It is hard, if not impossible, to think of the six systems as isolated things. We must understand that they all work together; however, let's take a closer look at the other five systems.

The **housing** system allows people to have shelter against the weather, such as rain, cold, and wind. In the housing system you may find houses, apartments, mobile homes and tents. You can probably think of other units that can be included in the housing system.

The **employment** system provides people with opportunities for jobs. This gives people a chance to get money in exchange for a service they can give. The money can be used to take advantage of the other systems, such as to buy a house, to take a trip, or to pay for education. The **education** system allows people to learn things. When you are in school, you are part of the education system. The education system may lead to a good job which will give you money to get a nice house. The **recreation** system provides people with a way to spend their leisure and free time. It gives people a way to relax and to have fun. This system includes such things as playgrounds, parks and beaches. The **human and social services** system is a system that helps people who have a hard time in our society because they have difficulty taking care of their own basic needs. For example, it provides financial assistance.

THINK ABOUT THESE QUESTIONS

Think a little bit about each system that we have just discussed.

- Which systems do you use?
- How are you involved in each system?
- Without looking back, can you name each system and describe it, giving some examples?

If you can, complete Activity 1. If you have any trouble with this activity, read Objective 1 again. Otherwise, go on to Objective 2.

ACTIVITY 1

A. List the systems in our society:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

B. Make a notebook or file about the systems in our society. This is what you must do:

1. Use a sheet of paper for each system.
2. Put the name of one system on the top of each piece of paper.
3. For each system, write a few sentences to define or describe the system. You can use the dictionary to help you, if you wish.

   Example: TRANSPORTATION

   A system to move people and things from one place to another. It includes buses, cars, trains, etc.

4. Put the separate sheets of paper together in a notebook or folder.
5. Keep the notebook and add information about each system as you learn it. As you continue with the activities in this unit, you will be adding more information, letters, and other items.

OBJECTIVE 2: YOU WILL DEFINE AND LIST EXAMPLES OF EVERY CITIZEN'S BASIC CIVIL RIGHTS.

In Objective 1, we talked about six systems in our society. Within each system, there are certain things that everyone should be allowed to have. These are called basic civil rights. Let's look at some examples.

In the transportation system, everyone should be able to move from one place to another. This can be done by car, bus, train, etc. If a person cannot get a car, he or she still has his or her basic civil rights as long as there is some other way to get from one place to another. For example, he or she could take a bus.

Likewise, in the housing system, the basic right of being protected from the weather does not require that a person live in a mansion. A smaller but adequate house will still give protection.

In the employment system, every person has a right to a job. That does not mean, however, that as soon as you graduate from high school, you have the right to become the principal of a school. To do that, you must study certain subjects and become qualified to become a principal. Therefore, you have a right to a job as long as you are **qualified** for it. In real life, though, we know that things are not quite that easy. Many people are qualified for jobs but cannot always get them. Sometimes there just are not enough jobs for all the qualified people and so some people are "out of work." The human and social services system then protects such people by helping them get work and by allowing them to live decently when they cannot get a job.

In the education system, everyone has a right to a free and appropriate education. Some people give up the right to a free education when they decide to go to private school and pay for their education, but they have the right to free education if they want it. The right to an appropriate education is a little more tricky. Every person who graduates from high school should have learned certain skills in school, such as how to read and how to do some math. But not every person can learn those things at the same speed and in the same way. Some students may need special help to learn those things; he or she has the **basic civil right** to that extra help. The special help needed by an individual to learn is called an appropriate education.

In the recreation system, everyone has the right to enjoy free time and to use the recreational facilities and equipment that are set aside for this. For example, if it is difficult to get into a facility such as a recreation center because a person who uses a wheelchair cannot get up the stairs, then that person is denied the same rights that everyone else has.

THINK ABOUT THESE QUESTIONS

- What does it mean when we say a person has basic civil rights?
- Do you think that you have basic civil rights in each system in our society?
- Can you give an example of a basic civil right you have in each system?
- If you think you are missing a basic civil right in one or more of the systems, can you give an example of a right you think you should have?

If you can answer these questions in your head, then you are ready to do Activity 2a. Once you finish the activity, check your answers. If you miss more than two, then do Activity 2b. You may want to do Activity 2b even if you get all of Activity 2a correct.

ACTIVITY 2a

From the list below, check (x) the items that are basic civil rights:

___ 1. Shelter against rain.

___ 2. A sports car.

___ 3. Education in a private school.

___ 4. A means of transportation — public or private.

___ 5. Learning to read.

___ 6. Learning to be a carpenter.

___ 7. A job as vice-president of a company.

___ 8. Access to recreational facilities.

___ 9. A two-story house.

___ 10. A job for which you are qualified.

Look in the answer sheet section to check your answers.

If you missed more than two items, do Activity 2b.

ACTIVITY 2b

From the list below, write the letter of the basic civil right under the correct system. One is done for you.

A. Learning to read

B. Access to public transportation

C. Shelter against cold

D. Access to playgrounds

E. A job to maintain a decent life

F. Shelter against wind

G. Learning to write

H. Medical assistance

I. A means of getting to work

EDUCATION	HOUSING	TRANSPORTATION	EMPLOYMENT	RECREATION	HUMAN AND SOCIAL SERVICES
A					

448

OBJECTIVE 3: YOU WILL EXPLAIN WHY EVERYONE IS ENTITLED TO THE SAME BASIC CIVIL RIGHTS.

In the last objective, we talked a lot about basic civil rights and examples of rights that people should have. Now let's consider **why** everyone should have these rights.

When the United States became independent back in 1776, our forefathers signed the Declaration of Independence granting equality and freedom to all people. Today, we still try to support this idea and this is what makes our country special.

It is important to understand what free and equal means. Everyone in the United States is a free person. Sure, sometimes you feel that your parents tell you what to do, or that the school makes you do things you do not want to do. But, basically within certain limits, you are free to get a good education, you are free to work as hard as you want, you are free to make things better for yourself and so on. The Bill of Rights has given you certain freedoms, such as the freedom to say what you believe, that people in few other countries enjoy.

Everyone in the United States is also considered equal. By just looking around, anyone can tell that everyone is not equal. Some people are rich, some are poor; some people are powerful, some are dependent. It would be very difficult to make sure everyone was exactly equal, but what we can do is make sure that everyone has certain basic civil rights. In this way, we can at least try to have everyone start out with a certain basic level of equality.

THINK ABOUT THESE QUESTIONS

- How would our country be different if all people were not free and equal?
- Do you think all people truly are free and equal?
- Are there things you can do to make sure people stay free and equal?
- Do you think some people are not given basic rights?
- Why?

Complete Activity 3 and then go on to Objective 4.

ACTIVITY 3

Read the following two situations and answer the questions.

Situation 1

John wanted to get a job. He saw a job for a salesman advertised in the newspaper. Because John had some selling experience, he decided to apply for the job. He called to set up an interview.

Before the interview, John made some preparations. Since he uses a wheelchair John had to check the bus schedule to make sure he could get a bus equipped with a lift. On the day of the interview, John went to the job appointment by bus. When he arrived, he went up the ramp and met the employer. The employer thought that John was qualified for the job and offered it to him.

Questions:

1. List the basic rights that you think John had.
2. Are there some rights that John should have that he did not have? List them and explain.

Situation 2

Mike wanted a job to help pay for his new sports car. His father had been a salesman so Mike thought that would be easy work for him. He had never sold anything but he had watched his father once or twice. One day as Mike was driving his car, he saw a sales job advertised in a store window. He stopped and applied for the job. He talked to the employer who said he would not hire Mike because he wanted someone who had experience as a salesman.

Questions:

1. List the basic rights that you think Mike had.
2. Are there some rights that Mike should have that he did not? List them and explain.
3. Do you think either John or Mike was denied basic rights: Explain why or why not.

OBJECTIVE 4: YOU WILL EXPLAIN THE DIFFERENCE BETWEEN BASIC CIVIL RIGHTS AND INDIVIDUAL ADVANTAGES.

We have seen that this country was founded on the idea that everyone should have basic civil rights. In Objective 2, we saw some examples of basic civil rights in each system.

Sometimes, however, we are looking at individual advantages in a system rather than basic civil rights. For example, in the transportation system, the ability to get from one place to another is a basic right. To do that in a special or fancy car is an advantage. That is, owning a car may not be essential in order to have basic rights in the transportation system.

Let's look at another example, this time in the education system. Everyone has the right to a free and appropriate education. This means that everyone can attend the public schools and get a suitable education. Some people may decide to go to private school. Attending a private school may not be essential in order to have basic rights in the education system and for some people it may be considered an advantage.

Thus, basic civil rights are those things which everyone should have. They are the rights that allow you the basic functional level of service guaranteed to all citizens. That is, without these basic rights, you would not be able to use the system successfully. Individual advantages go beyond basic rights. They are the extra levels of service that are secured through the personal resources of the individual.

THINK ABOUT THESE QUESTIONS

- What is the difference between basic civil rights and individual advantages?
- Do you think you have advantages in each system?
- Can you give an example of an advantage you have in each system?
- Can you give an example of an advantage you would **like** to have in each system?
- How can you increase your advantages in these systems?

Now you are ready to do Activity 4. Think carefully about rights and advantages as you do this activity.

HAVE FUN!!!

ACTIVITY 4

From the list below, write "**R**" next to the characteristics that are basic rights and "**A**" next to the ones that are advantages. Two are done for you.

R 1. Learning to read.

A 2. Taking private dance lessons.

___ 3. Taking a public bus.

___ 4. Living in an apartment.

___ 5. Playing on a public playground.

___ 6. Owning a stationwagon.

___ 7. Learning to count money.

___ 8. Living in a three-bedroom house alone.

___ 9. Learning to type and getting a job as a typist.

___ 10. Getting assistance because you do not want to work.

___ 11. Getting medical care when you are sick.

OBJECTIVES 5 AND 6: YOU WILL DESCRIBE WHAT HAS BEEN DONE TO ENSURE EQUAL RIGHTS AND WILL PROVIDE EXAMPLES, INCLUDING SECTION 504 OF THE REHABILITATION ACT OF 1973 WHICH IS THE SPECIFIC LAW THAT ENSURES EQUAL RIGHTS TO DISABLED PEOPLE.

We have talked a lot about basic civil rights and it all sounds very nice. Unfortunately, even though we try to make sure all people are free and equal, it is not always that way. Sometimes people are so busy making sure that they are free and equal, they forget that there are other people who don't enjoy some of these basic civil rights.

Through the years, different groups of people have had to work to make sure they get and keep their rights. They often do this by getting laws passed. For example, the Civil Rights Act of 1964 ensured equal rights for people of every race, creed, color, religion, sex, and national origin. In 1975, the Older Americans Act ensured that all older people had equal rights. In 1973, Section 504 of the Rehabilitation Act ensured that all disabled people had civil rights.

Obtaining many of these rights has not been easy. Almost every law that was passed to ensure civil rights involved a struggle. People worked hard to get the laws passed, and then worked even harder to make sure they were being followed. Even today, there are still problems in enforcing some of the laws. For example, Section 504, which was passed in 1973, is still not followed in many parts of the country. Groups of disabled people have spoken out about their rights and have worked hard to get changes that are required by Section 504. There is still a lot of work to ensure the compliance of Section 504.

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THINK ABOUT THESE QUESTIONS

- Why do you think laws have to be passed to ensure basic civil rights?
- What are some other ways, besides passing laws, that can be used to ensure equal rights?
- Why did disabled people need Section 504?
- What would happen without Section 504?

These are important questions to think about. In Activity 5, you will learn what other people think about these questions. You will have to wait for an answer from Activity 5 before you do Activity 6. **Don't forget to come back to complete it.**

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ACTIVITY 5

Write a letter to a local or Federal agency (such as to one of the Regional Offices for Civil Rights listed on the next page). In your letter ask the appropriate official what has been done and will be done to ensure civil rights for everyone. Also ask about Section 504 of the 1973 Rehabilitation Act, including procedures to ensure that Section 504 is enforced and the consequences of noncompliance. Be sure to ask them to send all available information and resources. Show the letter to your teacher before you mail it.

ACTIVITY 6

After receiving a response to your letter, summarize your information below. Be sure to include your information on Section 504 and list your resources. Save all information about procedures to ensure section 504 compliance and the consequences of noncompliance to use in Activity 11.

Make a note to come back to this activity when you get all the information.

OBJECTIVE 7: YOU WILL EXPLAIN THE INTENT OF SECTION 504 BY STATING WHY THE LAW WAS PASSED.

In Objective 5 and 6, you saw that it is sometimes necessary to pass a law to make sure that certain groups of people have equal rights. One such law was Section 504 of the 1973 Rehabilitation Act, which was passed to ensure that disabled people have equal rights.

Section 504 protects disabled individuals from discrimination in programs and activities that receive money from the federal government. Since the federal government gives money to help support many programs and activities throughout the nation, this law affects many programs and agencies. For example, cities usually receive money from the federal government and some of this money may be used to run a few recreation programs. Therefore, these recreation programs must comply with Section 504 and cannot discriminate against disabled people.

THINK ABOUT THIS QUESTION

- Do you know why Section 504 was passed?

Complete Activity 7 and then go on to Objective 8 to learn more about Section 504.

ACTIVITY 7

Complete the following sentences:

1. The name of the law that ensures equal rights for disabled people is ______________

____

2. ____ was passed in __________ .
(Name of the law) (year)

3. ____ was passed so that there
(Name of the law)

would be no ____________________ against disabled people.

4. ____ protects the rights of
(Name of the law)

all ______________________________________ .

OBJECTIVE 8: YOU WILL IDENTIFY THE BASIC PROVISIONS OF SECTION 504.

As we have seen, Section 504 was passed to guarantee equal rights for all disabled people. Let's examine Section 504 a little more closely to see exactly **how** it guarantees these equal rights.

Section 504 consists of the following seven subparts:

1. **Subpart A:** General Provisions
2. **Subpart B:** Employment Practices
3. **Subpart C:** Program Accessibility
4. **Subpart D:** Preschool, Elementary, Secondary, and Adult Education
5. **Subpart E:** Postsecondary Education
6. **Subpart F:** Health, Welfare, and Other Social Services
7. **Subpart G:** Procedures

It is not necessary that you know all the details in each subpart, however, it will be helpful to look at some of the provisions of Section 504 to understand exactly how it provides basic civil rights and why it is an important law.

Subpart A: General Provisions

This section defines the general rules of nondiscrimination, the procedures for administering Section 504, and lists the activities that are prohibited. It also defines certain terms. Two of the most important terms are "handicapped person" and "qualified handicapped person."

According to Section 504, a **"handicapped person"** is "any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment." A "major life activity" includes walking, seeing, hearing, learning, working, etc.

A "**qualified handicapped person**" is defined in regard to employment; to preschool, elementary, secondary, or adult education; to postsecondary and vocational education; and to other services.

- A qualified handicapped person in regard to employment is a person who can do the essential job functions with reasonable accommodations.
- A qualified handicapped person in regard to preschool, elementary, secondary, or adult education is a person who qualifies according to age.
- A qualified handicapped person in regard to postsecondary and vocational education is a person who meets the standards required to be admitted and participate in the program.
- A qualified handicapped person in regard to other services is a person who meets the eligibility requirements.

Subpart B: Employment

This section forbids discrimination in employment, including recruiting, hiring, assignment, salary and benefits. It also requires that employers make reasonable accommodations for **qualified** handicapped persons. An accommodation is a change that will allow a person to use a building, machine, etc. Examples of reasonable accommodations are making the building accessible, modifying equipment, or changing work schedules. Building a new accessible building or buying all new equipment are also accommodations, but may not be reasonable.

Subpart C: Program Accessibility

This is one of the most important parts of Section 504. It requires that even though buildings may not be accessible to disabled people, the programs must be accessible. For example, a high school may have all its chemistry labs on the second floor of a building without elevators. If a student in a wheelchair decides to take chemistry, he or she will be unable to get to the lab. The school can install an elevator and thus make the classroom physically accessible. Such major changes may **not** be required according to Section 504. If a chemistry lab is moved to the first floor, then the **program** (chemistry) will be accessible.

The idea of program accessibility allows for making parts of a program or service accessible based on their present need. It helps organizations and agencies who lack the financial resources meet the requirements of Section 504.

Subpart D: Preschool, Elementary, Secondary, and Adult Education

This section requires that each qualified handicapped child be provided with a free and appropriate education. It also requires that disabled children be educated with nondisabled children as much as possible. Certain evaluation and placement procedures are defined as well as procedural safeguards that give parents a way of challenging decisions that other people make about their children.

Subpart E: Postsecondary Education

This section forbids discrimination by colleges and universities in recruiting and admitting students and in treatment after admission. It requires that disabled students be included in programs with nondisabled students. If required, auxiliary aids such as tape recorders or guide dogs, must be allowed. In addition, colleges and universities must provide the same services to disabled students as they would provide to nondisabled students, such as housing, financial and employment assistance, counseling and placement services, etc.

Subpart F: Health, Welfare, and Other Social Services

This section prohibits discrimination on the basis of handicapping condition in providing health, welfare, and other social service programs and services.

Subpart G: Procedures

This section defines the procedures to follow in complying with and enforcing section 504. Actual requirements for the law are not contained in this section.

Section 504 has several parts, which have been discussed very briefly. As you can see, they all include ways to reach the overall goal of nondiscrimination based on handicap.

If you want to know more about Section 504, ask your teacher to help you obtain a copy of the regulations to implement the law that were published by the Department of Health, Education, and Welfare on May 4, 1977. These regulations are what people use when they want to know what is required in complying with Section 504. It is an important publication for you to review and to keep as a reference guide.

It is important to know about Section 504 and to understand its significance. Section 504 is an important law for disabled people because it is their guarantee that they will be treated equally. Section 504 is important to everyone, because it is another sign to show that the United States will continue to ensure basic civil rights for all people.

THINK ABOUT THIS QUESTION

- Can you explain each of the seven subparts of Section 504?

If you think you know the basic provisions of Section 504 and in general know what each subpart includes, go on to Activities 8a and 8b. Do both activities. Activity 8a will help you in doing Activity 8b.

If you have any trouble with the activities, review this section again. Make sure you have a good understanding of Section 504 before you continue to the next objective.

ACTIVITY 8a

From the list of provisions below, check (x) the ones that are provisions of Section 504.

___ 1. Program Accessibility

___ 2. Four-Part Test

___ 3. Nondiscrimination

___ 4. Auxiliary Aids

___ 5. Title I

___ 6. Architectural Barriers and Compliance Board

___ 7. Procedural Safeguards

___ 8. Reasonable Accommodation

___ 9. Employment Practices

___ 10. Health, Welfare, and Other Social Services

___ 11. Preschool, Elementary, Secondary, and Adult Education

___ 12. Civil Rights Act

___ 13. School Desegregation

___ 14. Postsecondary Education

___ 15. General Provisions

ACTIVITY 8b

This activity is a continuation of an earlier project.

1. In your notebook on the various systems in our society start a new section entitled "Laws."
2. In this part of the notebook list Section 504 of the 1973 Rehabilitation Act and write a sentence to say who the law applies to and why it was passed.
3. Also enter all provisions of this law under the proper systems listed in your notebook. For example, write employment practices under "Employment." Some provisions may apply to more than one system. You can use your answers from Activity 1 to help identify the provisions.

OBJECTIVE 9: YOU WILL DESCRIBE THE EXPECTED BENEFITS OF SECTION 504 FOR BOTH DISABLED AND NON-DISABLED PERSONS.

In Objective 7, you learned that Section 504 was passed to ensure that disabled people have equal rights. Because Section 504 was passed as a national law, it reflects a commitment of our country to end discrimination on the basis of handicap.

The benefits of Section 504 for disabled persons are obvious. Section 504 protects disabled persons from discrimination on the basis of handicap and ensures them of an equal opportunity to participate in and benefit from programs and activities that receive money from the federal government. Section 504 provides for the end of discrimination and requires that disabled persons be brought into the mainstream of American life. By entering into the mainstream of life, disabled people will be able to enjoy and struggle with all aspects of life, just as nondisabled people do.

Section 504 also provides benefits for nondisabled persons, but in a more subtle way. Since many nondisabled people never had much contact with disabled people, Section 504 has forced this contact to happen in schools, jobs, social and recreational activities. This contact between disabled and nondisabled persons has increased the awareness of each group toward the other. Each group is examining its attitudes toward the other, and with increased interaction, positive attitudes are being developed.

As more disabled people participate in society, they have more frequent contact with nondisabled persons. This has provided the opportunity for both disabled and nondisabled persons to get to know each other better and to see each other first as people and second as people who may or may not have a disability. The disability becomes only one characteristic of the person, rather than the main focus.

Thus, Section 504 has benefited nondisabled persons by giving them the opportunity to meet and to interact with disabled persons. It has allowed friendships and understanding to grow that might otherwise never have begun.

Section 504 has also provided specific benefits for employers. Several research studies have shown that disabled workers have fewer accidents and are less absent than nondisabled workers. A **qualified** disabled person will work diligently and perform competently, just as a nondisabled worker would do.

THINK ABOUT THESE QUESTIONS

- Can you think of other benefits of Section 504?
- How do you think Section 504 has benefited you?
- Do you think your life would be different without Section 504?

Think carefully about the expected and unexpected benefits of Section 504. What are some less obvious benefits? After you have thought about these questions, do Activity 9. Some of the benefits will be easy to spot and some will be more subtle. Spend time on the activity and analyze the story until you have listed all the possible benefits.

ACTIVITY 9

After reading the following story, list the benefits Jane received as a result of Section 504. Also list the benefits Jane's college and employer received.

Jane is 19 years old and she is visually impaired. She is in college, but she also has a part-time job as a secretary to help with expenses. In college, Jane is majoring in English. She has to read several novels for her classes, and most of them she can find on tapes in the library. One book was not on tape, but she found someone to make a tape of it for her. Jane also uses a tape recorder to tape the lectures from her classes. Some professors do not like to be taped but so far they have not stopped her.

Jane uses a guide dog which stays in the dormitory room with her. Students are not allowed to keep animals in the dormitories, but Jane has gotten special permission. Jane made several new friends. They ask Jane about her disability and her dog, and she explains how the dog helps her to see.

At her job, Jane is responsible for typing letters and reports. She has talked with her boss about accommodations and has explained to him how she can type from a tape rather than from a written report. All the people Jane types for now use a dictaphone and so Jane can listen and then type. Jane's boss has told her that she makes fewer typing mistakes than most of the other secretaries. In the $1\frac{1}{2}$ years she has worked as a secretary, Jane has only missed one day when she was sick.

Jane's benefits as a result of Section 504:

Benefits for Jane's college as a result of Section 504:

Benefits for Jane's employer as a result of Section 504:

OBJECTIVE 10: YOU WILL DESCRIBE THE RESPONSIBILITIES OF VARIOUS GROUPS IN COMPLYING WITH SECTION 504.

We have seen that both disabled and nondisabled groups benefit from Section 504. Along with these benefits come certain responsibilities. In this objective, we will look at some responsibilities of various groups, such as disabled people, employers and education personnel in complying with Section 504.

The responsibilities in complying with Section 504 are spelled out in the legislation. For example, an employer must make sure that recruiting, hiring, assignments, salaries, benefits, etc. are implemented and provided in a nondiscriminatory way. Employers have the responsibility to make sure that any disabled persons they hire are **qualified.** This restriction protects the employers and the employee. It ensures that a person is hired because he or she can do the job, not because the person is disabled or not.

Employers also have the responsibility to make reasonable accommodations. There are certain subtle responsibilities of the employer that may not be detailed in the law. The employer should have a positive attitude toward disabled employees but not give special or preferential treatment. Additionally, the employer should work with the disabled person to create a job situation that is not restricted by the disability.

The responsibilities of education personnel, from preschool to college, are also detailed in the Section 504 regulations. For example, a college or university is responsible for recruiting, admitting, and treating students in a nondiscriminatory way. The school must allow auxiliary aids, such as guide dogs, if they are required. All aspects of the education, including housing, social activities, financial and employment assistance, counseling, athletics, etc., must be provided in an equal manner to disabled and nondisabled students. Most important, schools must provide disabled students with program accessibility, that is, all courses and activities must be available, even if the actual buildings are not accessible. As we have seen earlier, this means a school does not have to remodel all its buildings as long as all programs are made available.

As in the employment area, there are also subtle responsibilities of a school regarding Section 504. The policies and practices of a school should encourage positive attitudes between students, whether they are disabled or nondisabled. Since a school is a place of learning, it is important to teach the fundamental principle that all Americans are free and equal and everyone has basic civil rights. Perhaps the best way to teach this is by adopting and practicing this attitude.

The responsibilities of disabled people in complying with Section 504 may be the most important of any group. It is essential that each disabled person knows and understands Section 504 so that he or she knows his or her rights. Although many people will stand up and fight for the rights of others, disabled people should not rely on others but become involved in protecting their own rights. It is the responsibility of disabled people to guard Section 504 and continue to fight for its enforcement. This can be done by speaking up when there is not equal treatment, by letting people know what is required of them according to the law, and by encouraging and supporting those people who are already complying with Section 504. The greatest responsibility falls on the people with disabilities, because if Section 504 is not enforced, it is the disabled people who will suffer most.

THINK ABOUT THESE QUESTIONS

- What do you think your responsibilities are in complying with Section 504?
- Do you think you have carried out your responsibilities?
- What else should you be doing or what could you do better?
- What is the first step you will take to meet your responsibilities?

In Activity 10, you will use the same story from Activity 9. In the last activity, you listed the benefits of Section 504. Now you will list the responsibilities of different groups. You might want to review the provisions of Section 504 in doing this activity. Look at Subparts B, C, and E in the regulations.

ACTIVITY 10

Re-read the story from Activity 9. List the responsibilities of the college and Jane's employers according to Section 504. Indicate whether or not the responsibilities were met.

Responsibilities of the college:	Were the responsibilities met?
	yes_____
	no_____
Responsibilities of Jane's employer:	Were the responsibilities met?
	yes_____
	no_____
Jane's Responsibilities:	Were the responsibilities met?
	yes_____
	no_____

OBJECTIVE 11: YOU WILL DESCRIBE THE PROCEDURES USED TO ENSURE THAT SECTION 504 IS ENFORCED AND WILL STATE THE CONSEQUENCES OF NONCOMPLIANCE.

There are several specific procedures used to ensure that Section 504 is enforced. It is not necessary for you to know all the details but only the general procedures.

Any agency or organization that receives Federal money must comply with Section 504. Such an agency or organization is called a "recipient." Each recipient must keep information about how it is complying with Section 504. This information must be shown to the Federal government, if requested. In addition, persons who want to use the services or participate in a program of a recipient must be told of their protection against discrimination according to Section 504.

Not only must a recipient take steps to ensure compliance with Section 504, but also anyone who believes there is discrimination based on handicap can file a complaint. To be valid, the complaint must be filed within a certain amount of time following the act of discrimination.

When a complaint is filed, an official from the Federal government will investigate. If it is found that the recipient is not complying with Section 504, informal steps will be taken to resolve the problem. If the problem cannot be solved, then the recipient will suffer certain consequences of noncompliance.

Although the spirit of Section 504 (nondiscrimination on the basis of handicap) should be the concern of everyone, only those organizations receiving Federal money can suffer any consequences of noncompliance. The main consequence of noncompliance is that the Federal government will stop giving money to the recipient. Recommendations may also be made to the Department of Justice to bring charges against the recipient for non-compliance. If it is found that a person has been discriminated against, he or she may be given compensation such as back pay, job promotion or admittance to a school.

THINK ABOUT THESE QUESTIONS

- Can you name some "recipients" in your community?
- Are they complying with Section 504?
- What would you do if you discovered they were not complying with Section 504?
- Why is it important to have procedures to enforce Section 504 and consequences of noncompliance?

Ask your teacher for a copy of the Section 504 Regulations. Look at sections 80.6 to 80.10 to help you with Activity 11 or Task 1. If you have received an answer to the letter you wrote in Activity 5, use that information also to help you with this activity or task.

Do either Activity 11 **or** Task 1. You only have to do one, but you can do both of them if you wish.

ACTIVITY 11

Using the information you received from the letter you wrote in Activity 5, in addition to § 80.6 - § 80.10 in Section 504, list the procedures to ensure that Section 504 is enforced and the consequences of noncompliance.

Procedures to ensure Section 504 is enforced:

Consequences of noncompliance:

TASK 1

Find two recipients in your community. Talk to someone at each organization and ask them what steps they are taking to ensure compliance with Section 504. List their steps below and compare them to the steps required in Section 504. Have the recipients included everything? Are they doing extra things? Check (X) those steps required by Section 504.

Steps taken by Recipient 1	Procedures required by 504
Steps taken by Recipient 2	

OBJECTIVE 12: YOU WILL IDENTIFY WHERE MORE INFORMATION ABOUT SECTION 504 CAN BE OBTAINED.

You have already learned about several places where you can get more information about Section 504. In Activity 5, you wrote for information about Section 504 and learned that the Regional Offices for Civil Rights are a good source of information. It is important to note that local and federal agencies will also have information about the law.

Since all recipients are required to comply with Section 504, it will be helpful to identify some recipients in your community and ask them for information and for other people and places to contact. A good place to start may be your city government, which is usually found in the city hall. Another place to look for information is in organizations that represent disabled people. You can probably find many of these in the phone book. A good overall source of information is the library in your school or community. The librarian can help you find books and articles about Section 504 in addition to finding lists of people and organizations that may have more information.

THINK ABOUT THESE QUESTIONS

- Do you understand the procedure for gathering the information?
- Do you need additional information before beginning your search?

Once you have thought about places where you can get information, you may begin Activity 12. Here you will be able to organize your information in order to refer to it later. Do this activity carefully and in an orderly manner so that your information will be useful to you in the future.

You have just finished the last objective of Section I. Before continuing with this workbook, however, be sure you have completed Activity 6. If you remember correctly, that was the activity you had to wait to do until you received the information from Activity 5. Once you have completed this activity, you are ready to turn the page.

ACTIVITY 12

Once again we will be using our notebook that was started earlier in this workbook. For this activity you will complete the following:

1. Start a new section called "Resources." Decide on the categories of resources and list all according to subtitles. For example, include names of people and organizations, books, magazines, etc.
2. Choose the resources you want included on the list from the materials collected at the library, and the information received from the letter you wrote in Activity 5. Also include names of people you talked to (i.e., the librarian, disabled people).
3. List all information under the correct categories on your resource list.
4. Add to the resource list as you get more information.

CONGRATULATIONS !!!!!!

You have worked hard and have just finished the first section of this course. You have learned about basic civil rights and how they apply to disabled individuals. We have spent a lot of time discussing Section 504 because it is an important law that guarantees equal rights to disabled people. As we have seen, however, this law affects all people.

Make sure you know all the information in Section I before beginning the next section. To help test yourself, answer the review questions on the next page. Check your answers before continuing. The answers follow the review questions. Don't look ahead! If you miss any questions, review those objectives before beginning Section II. The objective numbers are next to each question on the answer page. You may want to quickly review the objectives in Section I before answering review questions.

REVIEW QUESTIONS FOR SECTION I

1. Name at least four of the six systems in our society that we are discussing in this course.

   1. ____________ 4. ____________

   2. ____________ 5. ____________

   3. ____________ 6. ____________

2. Give two examples of basic civil rights and explain why everyone should have basic civil rights. ____________

3. State the intent of Section 504.

4. Section 504 has seven subparts. Name at least three of them.

   1. ____________ 5. ____________

   2. ____________ 6. ____________

   3. ____________ 7. ____________

   4. ____________

5. Explain program accessibility.

6. What can a disabled person do if he or she thinks there has been discrimination? What are the possible consequences?

Check your answers in the answer section. If you miss any questions, re-read the objective(s) listed next to the question. If all of your answers are correct and you think you know and understand Section I, you are ready to begin Section II.

SECTION II

PROBLEMS DISABLED PEOPLE MAY HAVE IN ACHIEVING EQUAL RIGHTS

In this section, you will expand the background knowledge you learned in the previous section. In Section I, you learned what civil rights are and how Section 504 guarantees those civil rights for disabled people. In this section, you will begin to understand some of the problems disabled people have in achieving equal rights despite Section 504. There are four objectives which will help you identify some of these problems. When you finish reading this section and doing the activities, you will be able to do the following:

- Identify one inequality for two people with different handicapping conditions within each system.
- Try to determine why some people, and in particular, disabled persons, may be denied basic civil rights.
- Identify at least two myths that may exist about disabled people and suggest ways to dispel such myths.
- Explain why disabled people must work on their own behalf to ensure their rights.

OBJECTIVE 13: FOR EACH OF TWO PEOPLE WITH DISABILITIES, YOU WILL IDENTIFY AT LEAST ONE INEQUALITY WITHIN EACH SYSTEM.

In Section I, we saw that Section 504 guarantees nondiscrimination against all handicapped people. How exactly does Section 504 define a handicapped person? If you recall what you learned in Objective 8, a handicapped person must meet **at least one** of the following conditions:

1. have a physical or mental impairment which substantially limits one or more major life activities (such as walking, seeing, hearing, etc.);

2. have a record of such an impairment;

3. be regarded as having such an impairment.

Also included in the definition of handicap are specific examples of disabilities. The definition includes disabilities such as orthopedic; visual; speech; hearing impairments; cerebral palsy; epilepsy; heart disease; cancer; diabetes; mental retardation; and emotional illness. Thus, the definition includes obvious disabilities such as mobility impairments and blindness, as well as disabilities such as heart disease and diabetes which are not easily seen.

A person with a disability will encounter certain difficulties when trying to function in our society. For example, imagine you are in a wheelchair and you want to go to the post office for some stamps. Let's think about all the things you might encounter in carrying out this supposedly simple task. First, will you be able to leave your house or are there stairs leading to your door from the street? Is the post office close enough for you to go there in your wheelchair? Are there curb cuts so that you can get across the streets? If you have to take transportation, do you have a car with special hand controls or will you have to take a bus? If you drive, will there be special parking near the post office, and will it be available? If you have to take a bus, how long will you have to wait for one with a lift, and will it go where you want to go? Once you get to the post office, is there a ramp so that you can get in? And once you get to the window, is the counter too high for you? As you can see from this example, what began as a simple task suddenly becomes a lot more complicated.

This is just one example of the many things a person with a mobility impairment has to consider. A person with another disability, for example a visual or hearing impairment, will have other considerations. The important thing to understand is that, no matter what the disability, there is a good chance that certain additional problems or questions must be considered before some tasks can be accomplished. These additional problems or questions illustrate the inequalities within each system.

Briefly review the inequalities illustrated in the above example. What inequalities in the transportation system can you identify? Think a minute, then read on...

If everything were equal, the person would not have to consider which bus to take. He or she should be able to take any bus that goes to the right place and not have to wait longer than anybody else. If everything were equal, the person would not have to consider whether or not there were curb cuts. He or she would know that it would be easy to get to the post office with no obstacles. Did you think of other inequalities?

Now try the same exercise, thinking about the inequalities that a person with another disability would face. For example, what are the obstacles that a person with a speech impairment, visual impairment, or epilepsy may encounter. Remember that persons with different disabilities will experience different inequalities. For example, a person with diabetes may face no inequalities in going to the post office.

THINK ABOUT THIS QUESTION

- Do some systems or disabilities seem to present more inequalities than others?

Once you have thought carefully about inequalities faced by persons with certain disabilities within each system, try Activity 13. In doing this activity, you might want to think of a specific task, as we did above, and determine which systems are involved and what inequalities exist or, it may be easier to think of each separate system and identify the problems that could be encountered by persons with different disabilities. Think carefully.

ACTIVITY 13

Choose two disabilities (such as mobility impaired, visually impaired, hearing impaired, mentally impaired, etc.) and explain an inequality for a person with that disability within each system. Some examples have been done for you. Write the disabilities you have chosen on the blank lines provided.

SYSTEM:	**DISABILITY:** **Mobility Impaired**	________	________
Education	Program accessibility (e.g., A student cannot get to a class on the second floor).	________ ________	________ ________
Housing	Steps to get into a house.	________ ________	________ ________
Transportation	Cannot get on a bus.	________ ________	________ ________
Employment	No curb cuts to the building.	________ ________	________ ________
Recreation	No ramp to the swimming pool.	________ ________	________ ________
Human Services	Heavy doors into a building, where you have an appointment to apply for SSI, no electric doors.	________ ________	________ ________

OBJECTIVE 14: YOU WILL TRY TO DETERMINE WHY SOME PEOPLE, AND IN PARTICULAR, DISABLED PERSONS, MAY BE DENIED BASIC CIVIL RIGHTS.

It is not always easy to understand why some people are denied equal rights. After all, as we discussed in Section I, this country was founded on the idea that all people are free and equal. Yet today, more than 200 years after this country became independent, many people are still not considered equal and are denied basic civil rights. George Orwell expressed this inequality well in his satire **Animal Farm** when he wrote that all men are considered equal but some are more equal than others. He, of course, did not think that is how it should be; he just showed, in a clever way, how people are often treated.

This idea of "more equal" seems to grow out of the idea of "differentness." That is, the more different a person appears to be, the less equal that person is considered. For example, most of the people in power are men, so women are considered different, and therefore have fewer rights. Most people in this country are under age 65, so older people are considered different, and therefore have fewer rights. And most people in this country are nondisabled, so disabled people are considered different, and therefore have fewer rights.

Fortunately this attitude of differentness is not held by everyone. So laws have been passed, such as the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973, which essentially prohibit discrimination caused by peoples' attitudes toward differentness.

Attitudes toward people perceived as different often result in stereotypes and myths. These myths and stereotypes often cause people to avoid and withdraw from those individuals resulting in stronger negative attitudes.

THINK ABOUT THESE QUESTIONS

- What is your attitude toward people who are like you and people who are different from you?
- What is the reason for your attitude and how did you form your opinions?
- Think of other peoples' attitudes toward you. How can you tell what others think about you?
- Can you feel whether others have positive or negative attitudes toward you?
- Why do you think they have this attitude toward you?
- Do you think you do anything to encourage or discourage the attitude?

Before you start writing your answers to Activity 14, spend a few minutes thinking of a situation that will be a good illustration of a negative attitude. Describe the situation clearly.

ACTIVITY 14

1. Describe a situation in which you think someone treated you with a negative attitude and try to explain why you think they held that attitude.

2. Describe a situation in which you think you treated someone else with a negative attitude and try to explain why you think you held that attitude.

OBJECTIVE 15: YOU WILL IDENTIFY AT LEAST TWO MYTHS THAT MAY EXIST ABOUT DISABLED PEOPLE AND WILL SUGGEST WAYS TO DISPEL SUCH MYTHS.

We have seen in the last objective that negative attitudes often result in myths and stereotypes which often become the basis for discrimination against some people. Myths have been around for a long time. We will think of a myth as an idea that a person believes which is incorrect yet which has not been thought about and evaluated. Can you think of some myths? How about the idea that men are always stronger than women? Is that a myth or is it a fact? Sometimes we grow up with myths and they become so much a part of us that we forget that they are not facts.

There are many myths about disabled people. For example, some people believe that disabilities are contagious. This is not true; it is a MYTH. Some people believe that disabled people are unhappy and bitter; this is a MYTH. It is difficult to say how myths develop but they may be based on fear, guilt, or lack of knowledge.

To eliminate myths it is necessary for people to understand what the facts are and what their attitudes are that allow the myths to continue. For example, to eliminate the myth that all disabilities are contagious, the fact must be understood that disabilities are not contagious. Fear of becoming disabled or discomfort in being around disabled people may have allowed the myth to continue as a way to feel O.K. about staying away from people with disabilities.

The two best ways to eliminate myths and to try to change attitudes toward disabled people are by:

1. Increasing contact between disabled and nondisabled people; and
2. Providing accurate knowledge about disabilities.

It is partly for these two reasons that disabled people must be advocates and work for themselves to ensure their own rights. We'll talk more about this in the next objective.

THINK ABOUT THESE QUESTIONS

- Can you think of some myths regarding persons with disabilities?
- How do you know that they are myths and not facts?
- What do you think could be done to eliminate these myths?

If you think you are sure about what a myth is, and how it can be overcome, complete both Part 1 and Part 2 of Activity 15.

ACTIVITY 15

Part 1

From the list below, write "M" next to the statements that are myths and "F" next to those that are facts. For the statements that are myths, try to decide how the myth started and state what the fact is.

			How do you think the myth started?	What is the fact?
_	1.	Disabilities are contagious.	____________ ____________	____________ ____________
_	2.	Blind people hear better than sighted individuals.	____________ ____________	____________ ____________
_	3.	Deaf people can speak.	____________ ____________	____________ ____________
_	4.	All deaf people can read lips.	____________ ____________	____________ ____________
_	5.	People with epilepsy can drive.	____________ ____________	____________ ____________
_	6.	Hearing aids correct hearing impairments.	____________ ____________	____________ ____________
_	7.	Visually impaired people can see.	____________ ____________	____________ ____________
_	8.	People with disabilities enjoy concerts and movies.	____________ ____________	____________ ____________
_	9.	People who use wheelchairs are bitter and unhappy.	____________ ____________	____________ ____________
_	10.	People who stutter are not smart.	____________ ____________	____________ ____________

Part 2

What are the two most important ways to change attitudes and thus end myths and stereotypes?

1. ____

____

2. ____

____

OBJECTIVE 16: YOU WILL EXPLAIN WHY DISABLED PEOPLE MUST WORK ON THEIR OWN BEHALF TO ENSURE THEIR OWN RIGHTS.

Basically, there are two main reasons why disabled people should work on their own behalf to ensure their own rights:

1. It will help encourage positive attitudes toward disabled people; and

2. It will ensure that the disabled person meets his or her own goal.

Let's discuss each reason separately.

REASON 1: It Will Help Encourage Positive Attitudes Toward Disabled People.

In the last objective, we saw that there are two effective ways to improve attitudes toward disabled people:

1. Through increased contact between disabled and nondisabled people; and

2. Through providing accurate knowledge about disabilities.

If disabled people are involved in their own efforts to ensure their rights, there is a good chance they will have a lot of contact with nondisabled people. It will enable disabled people to participate in many systems in our society and put them in contact with many people they might otherwise not meet and who otherwise might not meet them. This is most important, for it allows nondisabled people the opportunity to realize that disabled people are like themselves in similar wants and needs. The more contact that takes place, the less different a disabled person seems.

In addition, disabled people are in the best position to explain their disability to nondisabled people. This is all part of ensuring equal rights because it helps people understand the disability and realize that the differences between people are not great.

REASON 2: It Will Ensure That the Disabled Person Meets His or Her Own Goal.

It is important for all persons both disabled and nondisabled to know what their rights are and should be. It is easy to sit back and accept whatever one is given, but it is not necessarily a good policy. Sometimes certain individuals are given fewer rights and opportunities than they are entitled to and far less than other American citizens.

It is important for disabled people to know whether or not they have equal rights. It is important for disabled people to value these rights enough to work to ensure that they are provided. It is also important for other people to see that disabled people know what their rights are and that they are not ready to give them up.

It may be easy and often helpful to let nondisabled people work to ensure the rights of disabled people. As we have learned, there are benefits when both groups work together. The groups get to know one another better, and that leads to improved attitudes. It is important, however, that disabled people work for their own rights because if they are not willing to do so, why should they expect others to? If disabled people continue to guard their rights, not only will they win, but everyone will win by advancing our goal of a country free and equal for all people.

THINK ABOUT THESE QUESTIONS

- Can you think of a time when you worked for your own rights?
- How did you feel?
- Were you successful in gaining your rights?
- Why or why not?
- Would it have turned out differently if you had not worked for your rights?
- If you find you are being denied rights, what are some things you can do?
- What do you think would be the result of each action?

Once you think you understand this objective and have thought about the above questions, complete Activity 16.

ACTIVITY 16

Read the following two stories and answer the questions below.

Story #1

John uses a wheelchair and wanted to get a new job. He applied for a job but could not get into the building because there were steps to get into the building and there was no ramp. John told his employer about the problem and told him that he needed a ramp to get into the building. The employer arranged to have a ramp built in front of the building.

Story #2

John uses a wheelchair and has just entered college. He wants to take a math class but all the math classes are given on the second floor of a building without an elevator. John could not get to the classes so he decided to take a chemistry class instead of math.

QUESTIONS:

1. Did John get his equal rights in Story #1?______________________________

2. Did John get his equal rights in Story #2?______________________________

3. In which story does John work for his own rights?

   (check one) Story #1__

   Story #2__

   What rights did he achieve?

4. In which story does John **not** work for his own rights?

   (check one) Story #1__

   Story #2__

   What should John have done to get equal rights?

   ____

   ____

   If he had done what you just wrote, what rights would John have achieved?

   ____

   ____

   ____

You have now finished two of the three sections in this course. **CONGRATULATIONS!!!!** You should feel proud of yourself!

In Section I you learned about basic civil rights and how Section 504 guarantees those rights for disabled people. In Section II you learned about some ways in which disabled people do not have equal rights and why it is important for disabled people to work on their own behalf to obtain and keep their rights.

If you are unsure of any objectives in Section I or II, go back and review them before beginning Section III. You may want to look again at the review questions at the end of Section I. To help test yourself on Section II, answer the review questions on the next page. Check your answers before you go on. The answers follow the review questions. Don't look ahead yet! If you miss any questions, go back and review those objectives before you begin Section III. Remember, the objective numbers are next to each question on the answer page. You might want to look over briefly the objectives in Section II before you try the review questions.

REVIEW QUESTIONS FOR SECTION II

1. Section 504 specifically defines the term "handicapped person." From the descriptions below, check (x) those that would describe a handicapped person according to Section 504:

   ________ A person with a physical or mental impairment which substantially limits one or more major life activities.

   ________ A person who has a record of a physical or mental impairment.

   ________ A person who is blind but can carry out major life functions.

   ________ A person with a mental impairment who can function well in society but is seen by others as being mentally impaired.

   ________ A person who has never had an impairment but who has a heart attack later in life and must therefore restrict activities.

   ________ A person who is seen by others as having a physical or mental impairment.

2. Check the items below that show inequalities:

   ________ A person who uses a wheelchair cannot get on a public bus.

   ________ Some hearing impaired people cannot understand some T.V.

   ________ A blind person is denied a job as a pilot.

   ________ A person who uses a wheelchair must take a math class on the first floor of the school instead of being able to take one on the second floor with his friend.

   ________ A person with a speech impairment cannot get special therapy at school.

   ________ A person with cerebral palsy is not allowed to rent an apartment because he/she may not be able to get out fast enough in case of fire.

3. Explain the idea of differentness:

   ____

   ____

   ____

   ____

   ____

   ____

   ____

REVIEW QUESTIONS FOR SECTION II (cont.)

4. What are the two major ways to eliminate myths and change attitudes toward disabled people?

   1. ____

      ____

      ____

   2. ____

      ____

      ____

5. Write "T" (True) or "F" (False) next to each statement below. For each False statement, rewrite it to make it True.

   ________ 1. When disabled people work on their own behalf to ensure their own rights, it isolates them from nondisabled people.

   ________ 2. Disabled people should not allow nondisabled people to help them work for their own rights because they do not really understand the problems.

   ________ 3. A disabled person is probably in the best position to explain his or her disability to nondisabled people.

   ________ 4. Disabled and nondisabled people have similar wants and needs.

Look at the Answer Sheet and check your answers. If you miss any questions, re-read the objective(s) listed next to the question. If you got all of the answers correct and you think you know and understand Section II, then you're ready to begin Section III.

SECTION III

THE MEANING OF ADVOCACY AND THE PROCEDURES REQUIRED TO ENSURE EQUAL RIGHTS FOR DISABLED INDIVIDUALS

This is the last section of this course and the most important one. This section, however, will not be useful to you unless you really know the information on Section 504 from Section I and have an understanding of the problems disabled people may have that you learned in Section II.

In this section, you will learn what an advocate is and how to go about becoming an effective one. There are six objectives that will help you accomplish this. When you finish reading this section and doing the activities, you will be able to do the following:

- Define advocacy.
- State the purpose of advocacy and why it is important.
- Describe the role and function of an advocate.
- State the desired outcomes of the advocacy efforts.
- Identify the skills needed to be an effective advocate.
- Identify resources that may assist in the advocacy efforts.

Before we begin the first objective in Section III, it is first necessary to skip ahead to Activity 22. In order to allow time for the information requested in Activity 22 to arrive, complete Part 1 of that activity now. Hopefully, the answer to your letter will arrive by the time you are ready to complete Part 2 of that activity, the last activity of this course.

To find the names of organizations to write to, you may want to ask your teacher or librarian for suggestions or for places to look for names of organizations. You may also want to ask disabled people if they know of agencies to write or you can use the yellow pages of the phone book and look under areas such as "organizations," "agencies," "public service," "human services," "advocacy," and "associations."

==

THINK ABOUT THESE QUESTIONS

- Can you identify some advocacy organizations?
- Have you located their addresses?

If so, do Part I of Activity 22 now, before you go on to Objective 17.

==

OBJECTIVE 17: YOU WILL DEFINE ADVOCACY.

In Objective 16, you learned why disabled people must work on their own behalf to ensure their own rights. Such a person is called an advocate.

An **advocate** is a person who speaks or acts out to achieve a specific goal. An advocate can be one person, a group or an organization. An advocate can work for him or herself or for others. The process or planned strategy that an advocate uses to reach the desired goal is called advocacy.

Let's look at a simple example of advocacy. Pretend that there is no soccer team in your high school, but that you want to have one. What would you do? You would probably talk to other students to see if there is an interest in such a team. You might even try to convince them that soccer would be fun and try to encourage them to support your interest. Then you might talk with the physical education teacher or the principal or someone you thought could get a team started. You would explain your reasons for wanting the team and try to convince them to your way of thinking. In such a case, you would be **advocating** for a soccer team. The advocacy process might look like this:

ADVOCACY PROCESS

an example

GOAL: To establish a school soccer team.

STRATEGY: Do necessary research (how other schools got teams, how the teams are run, supplies needed, cost, etc.).

Decide with whom you should talk.

Decide how to present idea.

Arrange meetings to discuss idea.

Check on progress.

This is a simple example of advocacy. The term advocacy is usually applied to goals that are more general and not so closely tied to one specific task. A good example of advocacy is the effort that is being made to ensure equal rights for handicapped people. Although the process might involve working for equal rights for an individual disabled person, the advocacy efforts are directed mostly toward the overall general goal of ensuring equal rights for **all** disabled people.

THINK ABOUT THESE QUESTIONS

- Have you ever acted as an advocate?
- What did you do?
- Did you achieve your goal?

In Activity 17, you will read three short descriptions. Try to determine whether or not the person was an advocate for him or herself and explain the reasons for your decision. Also explain how the person could have been a better advocate.

ACTIVITY 17

Read each story below and answer the questions.

1. Mary had a job as a receptionist. She is partially sighted but this has not caused problems in carrying out her job functions. Her boss decided that the receptionist also should do some filing, which Mary could not easily do. Therefore, Mary decided to quit her job.

   Was Mary an advocate for her own rights?

   If yes, explain how. If no, explain what she should have done.

2. John works in an office and he uses a wheelchair. The office staff expanded and John's boss decided he would have to re-arrange office spaces. John could no longer get to his office space because the partitions resulted in passageways that were too narrow for his wheelchair. The only other place was a hallway near the reception area. John felt that this was too noisy so he met with his boss and suggested rearranging the space so that he could get to his office.

   Was John an advocate for his own rights?

   If yes, explain how. If no, explain what he should have done.

3. Oscar is a deaf student. He is very good in math and has been selected to take a special honors math class. Oscar has difficulty understanding the speech of the teacher and is beginning to get behind in the class. After class, he spoke to the teacher and asked the teacher to work with him after class each day. The teacher was unable to do this but offered to get Oscar an interpreter for the class.

   Was Oscar an advocate for his own rights?

   If yes, explain how. If no, explain what he should have done.

OBJECTIVE 18: YOU WILL STATE THE PURPOSE OF ADVOCACY AND WHY IT IS IMPORTANT.

There is really one main purpose of advocacy: to achieve an identified goal. Usually advocacy is not used for small everyday tasks. Advocacy requires a lot of work and effort and a very strong belief that the goal is important. Without the strong belief, all the effort may not seem worth it.

On the other hand, without advocacy, many important ideas may not exist today. For example, if people did not have a very strong belief that black people and white people should have equal rights, the Civil Rights Movement may not have accomplished as much as it did. Likewise, if people did not strongly believe that disabled people should have the same rights as nondisabled people, the Rehabilitation Act of 1973 might never have been passed. A lot of work, effort, and time was put into passing the Act and a lot more is still needed to make sure its regulations are enforced.

THINK ABOUT THESE QUESTIONS

- Why is advocacy important?
- What is the purpose of advocacy?

Before you go on to Activity 18, think about the two paragraphs you just read and see if you can put the ideas into your own words. If you can answer these questions without looking back at what you just read, then you are ready to complete Activity 18.

ACTIVITY 18

Complete the following:

1. Advocacy is important because ______________________________
   ____
   ____.

2. The purpose of advocacy is ________________________________
   ____
   ____.

OBJECTIVE 19: YOU WILL DESCRIBE THE ROLE AND FUNCTION OF AN ADVOCATE.

Now that we know why advocacy is important, let's consider the role and function of the advocate, the person who carries out the advocacy function.

To be a successful advocate, a person may have to do the following:

1. Identify the needs of the person or the group.
2. Identify the goals and objectives of the advocacy efforts.
3. Bring about an awareness of the needs of the group being represented.
4. Recommend strategies for resolution of the problems.
5. Speak out to groups and individuals, including appropriate officials and the general public, on behalf of the cause.

Let's look at some examples to see how these functions apply to an actual situation. Pretend it is before 1973 when Section 504 of the Rehabilitation Act was passed. Let's consider how a person would go about advocating for equal rights for all disabled people. What would an advocate have to do?

TASK 1: Find out whether or not disabled people already have equal rights. This may involve interviewing people; doing research on the attitudes toward and treatment of disabled people in the housing system, employment system, education system, etc.; reading articles; and other activities. The original advocacy effort may be started by a disabled person who felt that certain rights were denied or by someone who saw inequalities in our society. It is important to do this first task because it may turn out that what appeared to be a general problem was really only one isolated case that could easily be solved without the hard work involved in advocacy.

TASK 2: Determine what the advocacy efforts will accomplish, in this case, for disabled people. You may decide that you want to achieve only one thing, for example, that all public buildings will be barrier free. Or you may decide on a broader goal and work toward **equal** rights for **all** systems. This is what Section 504 did and now people are working on the smaller objectives to reach that broad goal. Before deciding on the goals and objectives, you must think about the needs and consider alternative ways to meet those needs. Then try to decide what will be the best way to satisfy the need and whether or not it is a reasonable thing to be accomplished. It won't do much good to decide on a general goal that will be impossible to meet. Sometimes it is better to start with smaller goals. The important thing is to put some thought into your goals and make them realistic in terms of the need.

TASK 3: Make people aware of the needs of disabled people. This may include writing articles, talking to people, writing to your Congresspersons or the President. The purpose here is to make other people aware of the problems that you have identified and hopefully to get them to support your efforts and to work with you in making the desired changes. The people you talk with may, in turn, talk to other people. The more people who become aware of the need, the more chance there will be that something will be done.

TASK 4: Decide how the needs of disabled people can be met and find out who could use this information effectively. Sometimes the needs can be met in informal ways; sometimes laws to be passed. In the case of disabled people, the inequalities were so widespread, it was determined that the goal of equal rights could best be achieved by passing the Rehabilitation Act. To get this law passed, many people had to be made aware of the needs of disabled people and understand that a law was the best way to meet those needs. This required a lot of work on the part of advocates. Sometimes the work is easier if you can get people, such as government officials and congresspersons, to believe in your goal and to influence and convince other people to support your cause.

TASK 5: You must continue to speak out and keep the goal of your effort alive and in the minds of people. Some advocacy efforts fail because, once they get started, people stop actively working and the goals are slowly forgotten. In the case of Section 504, we have seen that the advocacy efforts must continue even after the law was passed, because the law was only one step in ensuring equal rights. How easy it would be to stop working now and assume that Section 504 will take care of everything. But also how easy it is for people to forget and pretend that Section 504 doesn't apply to them. Advocacy is an **active** and **ongoing** process, and for disabled people, will have to continue for a long time.

We have just looked at one example of advocacy and have seen what an advocate must do to be successful. All advocacy efforts may not require all of these tasks. For example, if an advocate is representing one person or a few people, that advocate might not be required to speak out to groups or to the public. Likewise, a self-advocate might need to deal with only one person to achieve his or her goal.

Sometimes an advocate may carry out all the required functions and still not accomplish the goal(s). Therefore, a very important role and function of an advocate is to have a strong belief that is carefully considered and based on facts. This will help to ensure that the belief is strong enough to keep the efforts continuing until the necessary success is achieved.

THINK ABOUT THESE QUESTIONS

- Before you begin Activity 19, think about the steps required in advocacy. If you wanted to be an advocate for the rights of disabled people to ensure that Section 504 is enforced, what steps would you take?
- Have you already done any of those steps?
- Which step would you do first?

You may want to read a book about an advocate to find out about the person's life, how he or she decided to become an advocate, and how his or her life was affected by the advocacy efforts. You will probably notice that the outstanding thing about advocates is their strong belief in some goal, usually a goal that will make the world a better and more fair place to live. Some advocates you may want to read about include: Dr. Martin Luther King, Jr. (rights for black people), Gloria Steinem, and Susan B. Anthony or Betty Frieden (rights for women), Frank Bowe (rights for disabled people).

When you complete Activity 19, go on to Objective 20.

ACTIVITY 19

From the list below, check those that are the role and function of an advocate.

__ 1. To explain what rights people have.

__ 2. To advertise their services in magazines and newspapers.

__ 3. To speak to groups about laws.

__ 4. To understand what the essential needs of people are.

__ 5. To write letters to help people get their rights.

__ 6. To talk to people to see how they are keeping or getting their rights.

__ 7. To give money to people who do not have their rights.

__ 8. To provide jobs for people.

__ 9. To run for political office.

__ 10. To suggest new laws to help people.

OBJECTIVE 20: YOU WILL STATE THE DESIRED OUTCOMES OF THE ADVOCACY EFFORTS.

In Objective 18, we learned that the main purpose of advocacy is to achieve an identified goal(s). The desired outcomes of the advocacy efforts must necessarily depend upon the goal(s).

Let's look at some examples. Dr. Martin Luther King, Jr. was an advocate for the equal rights of black individuals. His goal was equal rights; his desired outcomes were the end of discrimination against black people in housing, employment, education, etc. To accomplish his goal and to achieve the desired outcomes, Dr. King did several activities, including: organizing demonstrations and rallies, speaking around the country to groups on the discrimination faced by black people; organizing black people and providing them with information on their rights and how to gain them; meeting with officials to talk about the needs of black people and what was required to meet those needs.

Another example of an advocate was Bella Abzug, a former Congressperson who worked for the rights of women. Her goal was equal rights for women; her desired outcomes were equal opportunity in employment including salaries equal to those of men for equal work done, equal financial rights including getting credit cards, nondiscrimination in all areas of life, etc. To accomplish her goal and to achieve the desired outcomes, Ms. Abzug spoke out in public and in Congress about the needs of women and the need for laws to ensure the equal rights of women. She spoke at rallies and participated in demonstrations to dramatize the needs of women. You can see that many of the activities of both Martin Luther King, Jr. and Bella Abzug were similar to the tasks we discussed in the last objective.

We have talked a lot about the hard work that is involved in the advocacy effort. So, you might ask, why would someone want to put all that effort into something that may not even succeed. The driving force seems to be the strong belief that something will be accomplished that will allow people to lead a better life. For the advocate, a desired outcome of his or her efforts is not only the creation of a better society, but also the personal satisfaction that a worthwhile goal is being achieved.

THINK ABOUT THESE QUESTIONS

- Do you have a strong belief that certain things should be changed in our society?
- What do you think should be changed?
- How would you like it to be different?
- If you decided to become an advocate for your belief, what would be your goal?
- What would be your desired outcomes?

Complete Activity 20 before proceeding to Objective 21.

ACTIVITY 20

From the list below, write "G" next to the goals of advocacy. Add any other goals you can think of.

__ 1. To make money.

__ 2. To provide jobs.

__ 3. To get rights for people.

__ 4. To get on television.

__ 5. To help people have a better life.

OBJECTIVE 21: YOU WILL IDENTIFY THE SKILLS NEEDED TO BE AN EFFECTIVE ADVOCATE.

In order to successfully carry out the advocacy functions and to achieve the desired goals and outcomes, an advocate must have certain skills. Many of these are skills that we all have. But an advocate learns to develop them and use them in a positive and successful way. Let's look at some of the skills and requirements for being an effective advocate.

An advocate must know about the area in which he or she advocates. This requires knowledge from research, reading, and interviews, as well as emotional feelings about the area and a commitment to a certain well thought out belief. A hasty judgment about an area is not a good basis for beginning advocacy efforts. To begin gaining the required knowledge an advocate might try to answer these questions:

- Why is this area important?
- What are the needs in this area?
- What laws relate to this area?
- What are some resources in this area and where can I find them?
- Who should I talk to for information?

One of the most important skills required for effective advocacy is the ability to communicate. This includes both expressing oneself and listening. An advocate must be able to communicate to others what he or she wants or thinks. If a person has a strong belief but cannot explain it to others, it is difficult to interest others in the effort. You have a better chance of involving others in your efforts if you express your ideas in a clear and interesting way. And you must be careful to express your ideas directly but in a way that is not insulting to other people. If a real need exists, perhaps the best way to convince others is by stating the facts and giving examples of the problem.

In advocacy, listening is a very important part of the communication process. People are more likely to listen to your ideas and join your efforts if they think you also care about their ideas. In addition, other people may have valuable knowledge and ideas to offer you that will lessen your work and provide the opportunity for cooperative efforts. Remember that there is often strength in numbers, so the more people you can enlist to your cause, the more chance you may have for success.

It is important to remember that you want others to join your efforts because they believe as you do. If you have to force people or give them something to help you, they may not have the necessary commitment to be helpful to you. You want to work with people who have the same general belief and goal as you do. If you have different ideas of how to reach the goal, this may be helpful in providing alternative approaches and strategies. It is necessary, however, to keep the overall goal constantly in mind and not get tied down in unimportant details.

It is difficult to explain all the skills that an effective advocate uses. You may get a better idea by watching speakers, at rallies or on T.V., and trying to decide what skills they are using and how they are affecting you and the rest of the audience. Would they have convinced you more if they had used a different approach? What would you have done? Try to watch as many advocates as you can. Sometimes it's even helpful to pay attention to advertisements (on T.V. and radio, in newspapers and magazines) to see what techniques are used to influence people.

THINK ABOUT THESE QUESTIONS

- In addition to the skills discussed above, what other skills do you think an advocate should have?
- If someone was explaining an idea or belief to you, what skills could the person use that would help convince you?
- What skills do you use to convince other people of something?
- Could any of these skills be used in an advocacy effort?
- Could you use any of your skills in becoming an advocate for the equal rights of disabled people?

In Activity 21, you will be thinking about the skills required for effective advocacy. Try not to limit the skills to the ones listed in the activity. Think about other required skills and explain why some skills you have seen in others do or do not help an advocacy effort.

ACTIVITY 21

1. Take out the notebook you started earlier.
2. Start a new section in the notebook called "Advocacy Skills."
3. From the list below, write the skills that are required for effective advocacy. Add other skills you may think of.
4. At the bottom of this page, choose three skills and explain why you think those skills are necessary for effective advocacy.

Which of these skills are required for effective advocacy?

__ 1. Knowledge of laws.
__ 2. Understanding of equal rights.
__ 3. Ability to type.
__ 4. Understanding of laws granting equal rights.
__ 5. Ability to write books.
__ 6. Ability to influence people.
__ 7. Ability to drive a car.
__ 8. Ability to express what you think

Choose three skills from the list above or from your own ideas and explain why you think those skills are necessary for effective advocacy.

1. ______________________________
____
____

2. ______________________________
____
____

3. ______________________________
____
____

OBJECTIVE 22: YOU WILL IDENTIFY RESOURCES (PEOPLE, AGENCIES, ORGANIZATIONS) THAT MAY ASSIST IN THE ADVOCACY EFFORTS.

At the very beginning of Section III, you completed Part 1 of Activity 22 which was to write a letter to request information about the advocacy process and resources that may assist you in advocacy efforts. Hopefully, you have received answers to your letters by now.

If you are unsure about how to identify resources, you may want to reread Objective 12 in Section I.

THINK ABOUT THESE QUESTIONS

- Are advocacy resources easy to locate?
- Are there already advocacy groups active in your area?

Part 2 of Activity 22 is the last activity in this course. Review the information you received from your letters and include what is important in Part 2 of Activity 22. Try to write down any information you may need to use later. It will probably be a good idea to keep the letters you received in case you want to contact the people again. You could staple them into your notebook so that you will be able to find them again easily.

ACTIVITY 22

Part 1

DO THIS PART AT THE BEGINNING OF SECTION III.

Write a letter to one or more advocacy organizations to ask the kinds of advocacy efforts they make and whether or not they are successful and why or why not. Ask them to send you information about advocacy organizations and other resources that may assist in advocacy efforts. Show the letters to your teacher and then mail them. The more letters you write, the better chance you will have of receiving useful information.

Part 2

DO THIS PART AFTER READING OBJECTIVE 22.

Summarize below the information you received from the letters you wrote earlier. Also include the information you found out in your notebook in the section called "Resources."

CONGRATULATIONS!!!!

You have just finished the last section in this course on advocacy. You have worked very hard, and you have learned a lot. In this course, you have learned about basic civil rights and about how Section 504 guarantees those rights for disabled people. This information will be important knowledge for you if you want to be an advocate for the rights of disabled people.

You also learned about some of the problems disabled people have in the systems in our society and why those problems exist. This knowledge of the current needs of disabled people will also be very helpful to you if you want to work on certain activities in the advocacy efforts for equal rights for disabled people.

Finally, you learned what advocacy is and how to be an effective advocate. If you have a good understanding of the objectives and activities that you completed in this course, then you are well prepared to contribute to the worthwhile efforts involved in ensuring equal rights for all disabled people. Before you begin any activity, though, remember to think clearly about your beliefs and decide how you may be able to contribute to the advocacy efforts. Think about the skills you have and those that you want to improve. Other advocates can help you with this if you show an interest and commitment to the cause.

If you are unsure of any objectives in any of the sections, go back and review them. You may especially want to look at the review questions at the end of Sections I and II. To help test yourself on Section III, answer the review questions on the next page. Check your answers before you go on to the Post-test, which is the last part of this course. If you miss any questions, go back and review those objectives before you try the Post-test. You might want to look over briefly the objectives in Section III before you try the review questions.

REVIEW QUESTIONS FOR SECTION III

1. Who is an advocate?____

____

2. What is the purpose of advocacy?_________________________________

____

3. Write "T" (True) or "F" (False) next to each statement below. For each False statement, re-write it to make it True.

_____ 1. An advocate should tell people what their needs are.

_____ 2. An advocate should tell other people about the needs of certain groups.

_____ 3. An advocate should explain exactly how the problems should be solved and not listen to ideas from people who haven't studied the problems and needs.

_____ 4. An advocate should not force his or her opinions on other people but wait for them to ask before he or she explains his or her beliefs.

4. Advocacy requires a lot of work, time, and effort. Why would a person be an advocate?____

5. What are the two basic requirements for being an effective advocate?

   1. ____

   2. ____

Look at the Answer Sheet and check your answers. If you miss any questions, re-read the objective(s) listed next to the question. If you got all of the answers correct and you think you know and understand Section III, then you are ready to try the Post-test. The Post-test will include questions from the whole course so you may want to review all of the objectives before you begin. It will probably be helpful to go over the Review Questions at the ends of Sections I, II, and III. As you do the Post-test, you will not be able to look back at the objectives. When you finish, give the test to your teacher. If you have trouble with any questions, let your teacher know so that he or she can tell you which objectives to review. Your teacher will tell you where you can get a copy of the Post-test.

GOOD LUCK AND WELCOME TO THE WORLD OF ADVOCACY!!!!!

ACTIVITY 1

A. List the systems in our society:

1. **Education**
2. **Transportation**
3. **Housing**
4. **Employment**
5. **Recreation**
6. **Human and Social Services**

B. Make a notebook or file about the systems in our society. This is what you must do:

1. Use a sheet of paper for each system.
2. Put the name of one system on the top of each piece of paper.
3. For each system, write a few sentences to define or describe the system. You can use the dictionary to help you, if you wish.

   Example: TRANSPORTATION

   A system to move people and things from one place to another. It includes buses, cars, trains, etc.
4. Put the separate sheets of paper together in a notebook or folder.
5. Keep the notebook and add information about each system as you learn it. As you continue with the activities in this unit, you will be adding more information, letters, and other items.

ANSWER SHEET

ACTIVITY 2a

You should have checked items **1, 4, 5, 8, 10.**

EXPLANATION:

X 1. **Everyone is entitled to adequate housing against the elements such as rain, snow, wind, cold, etc.**

___ 2. Everyone is entitled to transportation, but not necessarily to a sports car. A bus or more modest car may be just as good.

___ 3. Everyone is entitled to a basic education but it can be in a public school.

X 4. **Everyone is entitled to a means of getting from one place to another, whether it be public or private means.**

X 5. **Everyone is entitled to a basic education, which includes learning to read.**

___ 6. Everyone is entitled to a basic education but that does not necessarily mean learning a special trade.

___ 7. Everyone is entitled to a job but it does not have to be a high level job, such as a vice-president of a company.

X 8. **Everyone is entitled to recreation and therefore is entitled to be able to use equipment and areas to enjoy the recreation activities.**

___ 9. Everyone is entitled to housing for protection against the elements but they can have a modest house.

X 10. **Everyone is entitled to a job that they can do well and one they have been trained to do.**

ANSWER SHEET

ACTIVITY 2b

From the list below, write the letter of the basic civil rights under the correct system.

A. Learning to read.

B. Access to public transportation.

C. Shelter against cold.

D. Access to playgrounds.

E. A job to maintain a decent life.

F. Shelter against wind.

G. Learning to write.

H. Assistance during difficult times.

I. A means of getting to work.

EDUCATION	HOUSING	TRANSPORTATION	EMPLOYMENT	RECREATION	HUMAN AND SOCIAL SERVICES
A	C	B	E	D	H
G	F	I			

509

ANSWER SHEET

ACTIVITY 3

Read the following two situations and answer the questions.

Situation 1

John wanted to get a job. He saw a job for a salesman advertised in the newspaper. Because John had some selling experience, he decided to apply for the job. He called to set up an interview.

Before the interview, John made some preparations. Since he uses a wheelchair, John had to check the bus schedule to make sure he could get a bus equipped with a lift. On the day of the interview, John went to the job appointment by bus. When he arrived, he went up the ramp and met the employer. The employer thought that John was qualified for the job and offered it to him.

Questions:

1. List the basic rights that you think John had.

   - **Means of transportation to get to job interview.**
   - **Right to apply for a job for which qualified.**
   - **Access to building.**
   - **Job for which he was qualified.**

2. Are there some rights that John should have that he did not have? List them and explain.

Situation 2

Mike wanted a job to help pay for his new sports car. His father had been a salesman so Mike thought that would be easy work for him. He had never sold anything but he had watched his father once or twice. One day as Mike was driving his car, he saw a sales job advertised in a store window. He stopped and applied for the job. He talked to the employer who said he would not hire Mike because he wanted someone who had experience as a salesman.

Questions:

1. List the basic rights that you think Mike had.

   - **Right to transportation.**
   - **Right to apply for a job.**
   - **Access to building.**

ACTIVITY 3 (cont.)

2. Are there some rights that Mike should have that he did not? List them and explain.

   -

3. Do you think either John or Mike was denied basic rights: Explain why or why not.

   No. John was qualified for the job and was therefore hired. Mike did not get the job because he was not qualified. Disability was not a factor in the qualification for the job.

ANSWER SHEET

ACTIVITY 4

From the list below, write "**R**" next to the characteristics that are basic rights and "**A**" next to the ones that are advantages.

R 1. Learning to read.

A 2. Taking private dance lessons.

R 3. Taking a public bus.

R 4. Living in an apartment.

R 5. Playing on a public playground.

A 6. Owning a stationwagon.

R 7. Learning to count money.

A 8. Living in a three-bedroom house alone.

R 9. Learning to type and getting a job as a typist.

A 10. Getting assistance because you do not want to work.

R 11. Getting medical care when you are sick.

ANSWER SHEET

ACTIVITY 7

Complete the following sentences:

1. The name of the law that ensures equal rights for disabled people is **Section 504 of the Rehabilitation Act of 1973**.

2. **Section 504** (Name of the law) was passed in **1973** (year).

3. **Section 504** (Name of the law) was passed so that there would be no **discrimination** against disabled people.

4. **Section 504** (Name of the law) protects the rights of all **disabled people**.

ANSWER SHEET

ACTIVITY 8a

From the list of provisions below, check (x) the ones that are provisions of Section 504.

X 1. Program Accessibility

___ 2. Four-Part Test

X 3. Nondiscrimination

X 4. Auxiliary Aids

___ 5. Title I

___ 6. Architectural Barriers and Compliance Board

X 7. Procedural Safeguards

X 8. Reasonable Accommodation

X 9. Employment Practices

X 10. Health, Welfare, and Other Social Services

X 11. Preschool, Elementary, Secondary, and Adult Education

___ 12. Civil Rights Act

___ 13. School Desegregation

X 14. Postsecondary Education

X 15. General Provisions

ANSWER SHEET

ACTIVITY 9

Jane's benefits as a result of Section 504:

- **Can take classes in college — allowed tapes as an auxiliary aid.**
- **Can have dog in dormitory. Equal housing opportunity.**
- **Opportunity to make friends because contact with nondisabled people.**
- **Job for which qualified — boss made accommodations.**

Benefits for Jane's college as a result of Section 504:

- **Provided students with opportunity to meet disabled students — increased knowledge of students.**

Benefits for Jane's employer as a result of Section 504:

- **Got a good worker.**
- **Less absenteeism from work.**

ANSWER SHEET

ACTIVITY 10

Re-read the story from Activity 9. List the responsibilities of the college and Jane's employers according to Section 504. Indicate whether or not the responsibilities were met.

Responsibilities of the college:	Were the responsibilities met? (yes or no)
• **Allow auxiliary aids (tapes)**	**yes**
• **Allow equal housing (guide dog allowed in dormitory)**	**yes**

Responsibilities of Jane's employer:	Were the responsibilities met? (yes or no)
• **Provide job to qualified person**	**yes**
• **Provide accommodations**	**yes**

Jane's Responsibilities:	Were the responsibilities met? (yes or no)
• **Tell college of needs**	**yes**
• **Tell boss of accommodations needed**	**yes**

ANSWER SHEET

ACTIVITY 11

Using the information you received from the letter you wrote in Activity 5, in addition to § 80.6 - § 80.10 in Section 504, list the procedures to ensure that Section 504 is enforced and the consequences of noncompliance.

Procedures to ensure Section 504 is enforced:

1. **Recipient keeps information about how they are complying with Section 504.**
2. **Recipient shows information to Federal government if requested.**
3. **Federal officials periodically review practices of recipients.**
4. **People believing there is discrimination based on disability can file a complaint.**
5. **Federal official investigates complaint.**
6. **Informal steps to resolve complaint.**
7. **Formal consequences of noncompliance.**

Consequences of noncompliance:

1. **Informal steps to resolve complaints.**
2. **Federal government stops money to recipient.**
3. **Recommendations to Department of Justice to bring charges.**
4. **Person discriminated against may be given compensation.**

ANSWER SHEET

REVIEW QUESTIONS FOR SECTION I

OBJECTIVE 1

1. Name at least four of the six systems in our society that we are discussing in this course. Your answer should include four from the following:

1. **Education**	4. **Employment**
2. **Transportation**	5. **Recreation**
3. **Housing**	6. **Human and Social Services**

OBJECTIVES 2 & 3

2. Give two examples of basic civil rights and explain why everyone should have basic civil rights. Your answer to this question should include two of the following:

- **Shelter against weather.**
- **Means to get from one place to another.**
- **Free and appropriate public education.**
- **Job for which you are qualified.**
- **Right to enjoy free time.**
- **Help in time of need.**

Our country was founded on the philosophy that everyone is free and equal. Everyone should be able to begin with a certain basic level of equality.

OBJECTIVES 5,6,7

3. State the intent of Section 504.

Section 504 ensures equal rights to all disabled people. It protects disabled people from discrimination in programs and activities that receive money from the Federal government.

REVIEW QUESTIONS FOR SECTION I (cont.)

OBJECTIVE 8

4. Section 504 has seven subparts. Your answer should include three from the following:

    1. **General Provisions**
    2. **Employment Practices**
    3. **Program Accessibility**
    4. **Preschool, Elementary, Secondary and Adult Education**
    5. **Post Secondary Education**
    6. **Health, Welfare and Other Social Services**
    7. **Procedures**

OBJECTIVE 8

5. Explain program accessibility.

    Programs and activities must be accessible even if the buildings are not. For example, a course can be moved to the first floor in a school rather than installing an elevator in the building.

OBJECTIVE 11

6. What can a disabled person do if he or she thinks there has been discrimination? What are possible consequences?

    If the agency or person who is discriminating is a recipient (that is, receives money from the Federal government), then a complaint can be filed. The complaint can be settled informally or, if necessary, Federal money can be terminated. Remember that the final consequence of stopping Federal money can only occur if the organization is receiving money from the Federal government.

ANSWER SHEET

ACTIVITY 15

Part 1

From the list below, write "M" next to the statements that are myths and "F" next to those that are facts. For the statements that are myths, try to decide how the myth started and state what the fact is.

			How do you think the myth started?	**What is the fact?**
M	1.	Disabilities are contagious.		**Disabilities are not contagious**
M	2.	Blind people hear better than sighted individuals.		**Blind people do not hear any better than anyone else but they depend more on hearing.**
F	3.	Deaf people can speak.		
M	4.	All deaf people can read lips.		**Not all deaf people can read lips.**
F	5.	People with epilepsy can drive.		
M	6.	Hearing aids correct hearing impairments.		**Hearing aids amplify sound but do not correct hearing impairments.**
F	7.	Visually impaired people can see.		
F	8.	People with disabilities enjoy concerts and movies.		
M	9.	People in wheelchairs are bitter and unhappy.		**Most people who use wheelchairs are not any more bitter or unhappy than nondisabled people.**
M	10.	People who stutter are not smart.		**Speech impairments do not affect or indicate a person's intelligence.**

ACTIVITY 15 (cont.)

Part 2

What are the two most important ways to change attitudes and thus end myths and stereotypes?

1. **Increased contact between disabled and nondisabled people.**

2. **Provide information about disabilities.**

ANSWER SHEET

ACTIVITY 16

Read the following two stories and answer the questions below.

Story #1

John uses a wheelchair and wanted to get a new job. He applied for a job but could not get into the building because there were steps to get into the building and there was no ramp. John told his employer about the problem and told him that he needed a ramp to get into the building. The employer arranged to have a ramp built in front of the building.

Story #2

John uses a wheelchair and just entered college. He wants to take a math class but all the math classes are given on the second floor of a building without an elevator. John could not figure out how to get to the classes so he decided to take a chemistry class instead of math.

QUESTIONS:

1. Did John get his equal rights in Story #1? **YES**
2. Did John get his equal rights in Story #2? **NO**
3. In which story does John work for his own rights?

   (check one) Story #1 **X**

   Story #2 ___

   What rights did he achieve?

   Access to building so he could get a job.

4. In which story does John **not** work for his own rights?

   (check one) Story #1 ___

   Story #2 **X**

   What should John have done to get equal rights?

   Requested program accessibility, i.e., one math class could be moved to the first floor.

   If he had done what you just wrote, what rights would John have achieved?

   Right to education — he would have been able to take math.

ANSWER SHEET

REVIEW QUESTIONS FOR SECTION II

OBJECTIVE 13

1. Section 504 specifically defines the term "handicapped person." From the descriptions below, check (x) those that would describe a handicapped person according to Section 504:

__X__ A person with a physical or mental impairment which substantially limits one or more major life activities.

__X__ A person who has a record of a physical or mental impairment.

__X__ A person who is blind but can carry out major life functions.

__X__ A person with a mental impairment who can function well in society but is seen by others as being mentally impaired.

__X__ A person who has never had an impairment but who has a heart attack later in life and must therefore restrict activities.

__X__ A person who is seen by others as having a physical or mental impairment.

OBJECTIVE 13

2. Check the items below that show inequalities:

__X__ A person who uses a wheelchair cannot get on a public bus.

__X__ Some hearing impaired people cannot understand some T.V.

_____ A blind person is denied a job as a pilot.

_____ A person who uses a wheelchair must take a math class on the first floor of the school instead of being able to take one on the second floor with a friend.

__X__ A person with a speech impairment cannot get special therapy at school.

__X__ A person with cerebral palsy is not allowed to rent an apartment because he/she may not be able to get out fast enough in case of fire.

OBJECTIVE 14

3. Explain the idea of differentness:

The more different a person is, the less equal he or she is considered.

REVIEW QUESTIONS FOR SECTION II (cont.)

OBJECTIVE 15

4. What are the two major ways to eliminate myths and change attitudes toward disabled people?

    1. **Increase contact between disabled and nondisabled people.**

    2. **Provide accurate knowledge about disabilities.**

OBJECTIVE 16

5. Write "T" (True) or "F" (False) next to each statement below. For each False statement, re-write it to make it True.

F 1. When disabled people work on their own behalf to ensure their own rights, it isolates them from nondisabled people.

When disabled people work on their own behalf to ensure their own rights, it increases the contact between them and nondisabled people.

F 2. Disabled people should not allow nondisabled people to help them work for their own rights because they don't really understand the problems.

Disabled people should encourage nondisabled people to work with them because it increases contact between disabled and nondisabled people and thus improves attitudes.

T 3. A disabled person is probably in the best position to explain his or her disability to nondisabled people.

T 4. Disabled and nondisabled people have similar wants and needs.

ANSWER SHEET

ACTIVITY 17

Read each story below and answer the questions.

1. Mary had a job as a receptionist. She is partially sighted but this has not caused problems in carrying out her job functions. Her boss decided that the receptionist also should do some filing, which Mary could not easily do. Therefore, Mary decided to quit her job.

   Was Mary an advocate for her own rights? **NO.**

   If yes, explain how. If no, explain what she should have done.

   Explain accommodations so she could do the job - explain alternatives such as job sharing with another employee.

2. John works in an office and he uses a wheelchair. The office staff expanded and John's boss decided he would have to re-arrange office spaces. John could no longer get to his office space because the partitions resulted in passageways that were too narrow for his wheelchair. The only other place was a hallway near the reception area. John felt that this was too noisy so he met with his boss and suggested re-arranging the space so that he could get to his office.

   Was John an advocate for his own rights? **YES.**

   If yes, explain how. If no, explain what he should have done.

   He offered the employer alternatives and explained accommodations that were acceptable to him and the employer.

3. Oscar is a deaf student. He is very good in math and has been selected to take a special honors math class. Oscar has difficulty understanding the speech of the teacher and is beginning to get behind in the class. After class, he spoke to the teacher and asked the teacher to work with him after class each day. The teacher was unable to do this but offered to get Oscar an interpreter for the class.

   Was Oscar an advocate for his own rights? **YES.**

   If yes, explain how. If no, explain what he should have done.

   He did not get what he asked for but he did get an alternative accommodation that allowed Oscar an appropriate education.

ANSWER SHEET

ACTIVITY 18

Complete the following:

1. Advocacy is important because **it helps bring important ideas to realization** .

2. The purpose of advocacy is **to achieve an identified goal** .

ANSWER SHEET

ACTIVITY 19

From the list below, check (X) those that are the role and function of an advocate.

X 1. To explain what rights people have.

___ 2. To advertise their services in magazines and newspapers.

X 3. To speak to groups about laws.

X 4. To understand what the essential needs of people are.

X 5. To write letters to help people get their rights.

X 6. To talk to people to see how they are keeping or getting their rights.

___ 7. To give money to people who do not have their rights.

___ 8. To provide jobs for people.

___ 9. To run for political office.

X 10. To suggest new laws to help people.

ACTIVITY 20

From the list below, write "G" next to the goals of advocacy. Add any other goals you can think of.

___ 1. To make money.

___ 2. To provide jobs.

G 3. To get rights for people.

___ 4. To get on television.

G 5. To help people have a better life.

ANSWER SHEET

ACTIVITY 21

1. Take out the notebook you started earlier.
2. Start a new section in the notebook called "Advocacy Skills."
3. From the list below, write the skills that are required for effective advocacy. Add other skills you may think of.
4. At the bottom of this page, choose three skills and explain why you think those skills are necessary for effective advocacy.

Which of these skills are required for effective advocacy?

X 1. Knowledge of laws.
X 2. Understanding of equal rights.
__ 3. Ability to type.
X 4. Understanding of laws granting equal rights.
__ 5. Ability to write books.
X 6. Ability to influence people.
__ 7. Ability to drive a car.
X 8. Ability to express what you think.

Choose three skills from the list above or from your own ideas and explain why you think those skills are necessary for effective advocacy.

1. ____

2. ____

3. ____

REVIEW QUESTIONS FOR SECTION III

1. Who is an advocate?

   A person who speaks or acts out to achieve a specific goal.

2. What is the purpose of advocacy?

   To achieve an identified goal.

3. Write "T" (True) or "F" (False) next to each statement below. For each False statement, re-write it to make it True.

F 1. An advocate should tell people what their needs are.

An advocate should identify client needs.

T 2. An advocate should tell other people about the needs of certain groups.

F 3. An advocate should explain exactly how the problems should be solved and not listen to ideas from people who haven't studied the problems and needs.

An advocate should suggest how the problems should be solved and also listen to ideas from others.

T 4. An advocate should not force his or her opinions on other people but wait for them to ask before he or she explains his or her beliefs.

OBJECTIVE 20

4. Advocacy requires a lot of work, time, and effort. Why would a person be an advocate?

   An advocate has a strong belief that something will be accomplished to make the world a better place and allow people to live a better life.

OBJECTIVE 21

5. What are the two basic requirements for being an effective advocate?

   1. **Have knowledge about the area in which one is advocating.**
   2. **Have good communication skills.**

PRE- AND POST-TEST
SELF-INSTRUCTIONAL MODULE

Circle the best answer for the statements below:

1. A system in society is:

   a. Transportation
   b. Education
   c. Human and Social Services
   d. All of the above

2. A basic civil right in the recreation system is:

   a. A right to a job
   b. A right enjoy free time
   c. A right to be protected from the weather
   d. A right to a free and appropriate education

3. An example of a basic civil right is:

   a. Shelter against weather
   b. A sports car
   c. A two story house
   d. Going to a private school

4. An individual advantage is:

   a. Learning to read
   b. Taking private dance lessons
   c. Getting medical care when you are sick
   d. None of the above

5. The law that gives all disabled people equal rights is:

   a. The Older Americans Act
   b. The Civil Rights Act of 1964
   c. Section 504 of the Rehabilitation Act
   d. None of the above

6. Section 504 was passed in:

   a. 1964
   b. 1973
   c. 1950
   d. 1983

7. Section 504 protects the rights of:

   a. Women
   b. Black people
   c. Older Americans
   d. Disabled people

8. All of the following are provisions of Section 504 except:

   a. Program Accessiblity
   b. Employment Practices
   c. School Desegragation
   d. Reasonable Accommodation

9. A benefit of Section 504 is:

   a. More money for disabled people
   b. Free lunches for students
   c. Protection from discrimination on the basis of handicap
   d. None of the above

10. Employers have a responsibility to:

    a. Hire all disabled people
    b. Make reasonable accommodations for qualified handicapped employees
    c. Ignore disabled employees
    d. All of the above

11. In Section 504, a recipient is:

    a. A football receiver
    b. Someone who wins money
    c. An agency or organization that receives Federal money
    d. None of the above

12. Information about Section 504 can be found from:

    a. Libraries
    b. Organizations and agencies
    c. City government
    d. All of the above

13. In Section 504, a handicapped person is:

    a. A person with a physical or mental impairment which limits one or more major life activities
    b. A person who has a record of a physical or mental impairment
    c. A person who is regarded as having a physical or mental impairment
    d. All of the above

14. Myths about disabled people are:

    a. Based on facts
    b. Ideas a person believes that are actually incorrect
    c. Caused by good attitudes
    d. True stories

15. Disabled people should work on their own behalf to get their own rights because:

    a. It can help people learn myths
    b. It can encourage positive attitudes toward disabled people
    c. Nondisabled people should not advocate for disabled people
    d. All nondisabled people have poor attitudes

16. An advocate is:

    a. A person who speaks or acts out to achieve a specific goal
    b. A person who uses planned strategy to achieve something
    c. A group or organization that works for civil rights
    d. All of the above

17. The main purpose of advocacy is:

    a. To get high paying jobs for all disabled people
    b. To develop myths about disabled people
    c. To achieve an identified goal
    d. To ignore the needs of the person or group being advocated for

18. To be successful, an advocate should:

    a. Identify the needs of the person or the group
    b. Recommend ways for solving problems
    c. Speak out to groups and individuals
    d. All of the above

19. An advocacy goal is:

    a. To make a lot of money
    b. To get rights for people
    c. To become famous
    d. To get on television

20. An important skill for an advocate is:

    a. Knowing what your goal is
    b. Knowing what needs to be done to reach your goal
    c. Being able to express yourself openly and honestly
    d. All of the above

PRE- AND POST-TEST
SELF-INSTRUCTIONAL MODULE

Answer Sheet

	Obj. No.
1. d	1
2. b	2
3. a	3
4. b	4
5. c	5
6. b	6
7. d	7
8. c	8
9. c	9
10. b	10

	Obj. No.
11. c	11
12. d	12
13. d	13
14. b	14 and 15
15. b	16
16. d	17
17. c	18
18. d	19
19. b	20
20. d	21

UNIT SUMMARIZING

CONCEPTS PRESENTED IN ENTIRE CURRICULUM

INTRODUCTION TO SUMMARY UNIT

This unit is designed for use during a one or two week instruction period with students who have little experience and knowledge about disability and people with disabilities. It summarizes the major concepts presented in the eight curriculum units and introduces a few additional areas such as vocational rehabilitation services and definitions of different disabilities. Concepts were selected with the following questions in mind, "Where would a person who recently became disabled go for assistance?" "What would a person who recently became disabled have to know?", and "What barriers do disabled people face?"

Although there are six sections in this unit, they are very brief and could be taught during one or two class periods. Lesson ideas are provided for each section and a comprehensive pre- and post-test is included.

SUMMARY

ADVOCACY CURRICULUM UNIT

GOALS AND OBJECTIVES

Learning Goal

The student will acquire background information on disability, civil rights, and related services and resources.

Instructional Objectives

1. The student will explain what a disability is and identify various disabilities.
2. The student will identify the various systems in our society (e.g., housing, transportation).
3. The student will identify and explain the purpose of the major laws relating to disability.
4. The student will identify some of the programs and services available to disabled people.
5. The student will define and give examples of accessiblity and accommodations.
6. The student will identify where more information about the laws and disability can be obtained.

THE UNIT

I. The student will explain what a disability is and identify various disabilities.

Imagine:

a. A quarterback who breaks a leg during a football game, gets a cast and uses crutches;

b. A woman who is in a car accident, damages her spinal cord, and has to use a wheelchair;

c. A young boy who is involved in an explosion and becomes blind;

d. A person who becomes ill with polio and needs to use crutches;

e. A baby who is unable to hear and doesn't respond to voices and other sounds.

All of these people have something in common. They are all disabled, some only temporarily such as the quarterback, and others who will be disabled for the remainder of their lives.

There are an estimated 36 million disabled people in the United States. This includes people with visible disabilities such as those who use wheelchairs or who are blind as well as those with hidden disabilities such as deafness, epilepsy, or learning disabilities. Some people have more than one disability.

Section 504 of the Rehabilitation Act of 1973, as amended, defines several words and concepts such as:

> "Handicapped person" means any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment.
>
> (i) "Physical or mental impairment" means (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: Neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive; genitourinary; hemic and lymphatic; skin, and endocrine; or (b) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
>
> (ii) "Major life activities" means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

> (iii) "Has a record of such an impairment" means has a history of, or has been misclassified as having a mental or physical impairment that substantially limits one or more major life activities.
>
> (iv) "Is regarded as having an impairment" means (a) has a physical or mental impairment that does not substantially limit major life activities but that is treated by a recipient as constituting such a limitation; (b) has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or (c) has none of the impairments defined in this section but is treated by a recipient as having such an impairment.

"Handicapped" is described in the P.L. 04-142 regulations (45 CFR 121a.5(a)) as follows:

> ...those children (appropriately) evaluated as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments need special education and related services.

Exact legal definitions for these terms can be found in the regulations (45 CFR Section 121a.5(b)). Below are summaries of the definitions derived directly from the language found in the regulations to P.L. 94-142:

1. **DEAF:** a hearing impairment so severe that it adversely affects student's performances because they find it difficult to process linguistic information through hearing with or without hearing aids.

2. **DEAF-BLIND:** simultaneously occuring hearing and visual impairments, which cause such severe communication, developmental, and educational problems for students, that they cannot be accommodated in special education programs solely for deaf or blind students.

3. **HARD OF HEARING:** a permanent or fluctuating hearing impairment, which adversely affects students' educational performances but which is not included under the definition of "deaf" in this list.

4. **MENTALLY RETARDED:** significantly subaverage general intellectual functioning existing simultaneously with deficits in adaptive behavior, manifested during the development period, and adversely affecting a student's educational performance.

5. **MULTIHANDICAPPED:** simultaneously occurring impairments, such as mentally retarded-blind, or mentally retarded-orthopedically impaired, etc., which cause such severe educational problems for students that they cannot be accommodated in special education programs for only one of the impairments. The term does not include deaf-blind students.

6. **ORTHOPEDICALLY IMPAIRED:** a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

7. **OTHER HEALTH IMPAIRED:** limited strength, vitality, or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a student's educational performance.

8. **SERIOUSLY EMOTIONALLY DISTURBED:** (i) a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, and adversely affecting educational performance:

   A. An inability to learn which cannot be explained by intellectual, sensory, or health factors;

   B. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

   C. Inappropriate behavior or feelings under normal circumstances;

   D. A general pervasive mood of unhappiness or depression; or

   E. A tendency to develop physical symptoms or fears associated with personal or school problems.

   (ii) The term includes students who are schizophrenic or autistic, but excludes students who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

9. **SPECIFIC LEARNING DISABILITY:** a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written; manifesting itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental asphasia; but excludes students who have learning problems which primarily result from visual, hearing, or motor handicaps, from mental retardation, or emotional disturbance, or from environmental, cultural, or economic disadvantage.

10. **SPEECH IMPAIRED:** a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, adversely affecting a student's educational performance.

11. **VISUALLY HANDICAPPED:** a visual impairment which, even with correction, adversely affects a student's educational performance. The term includes both partially seeing and blind students.

II. The student will identify the various systems in our society.

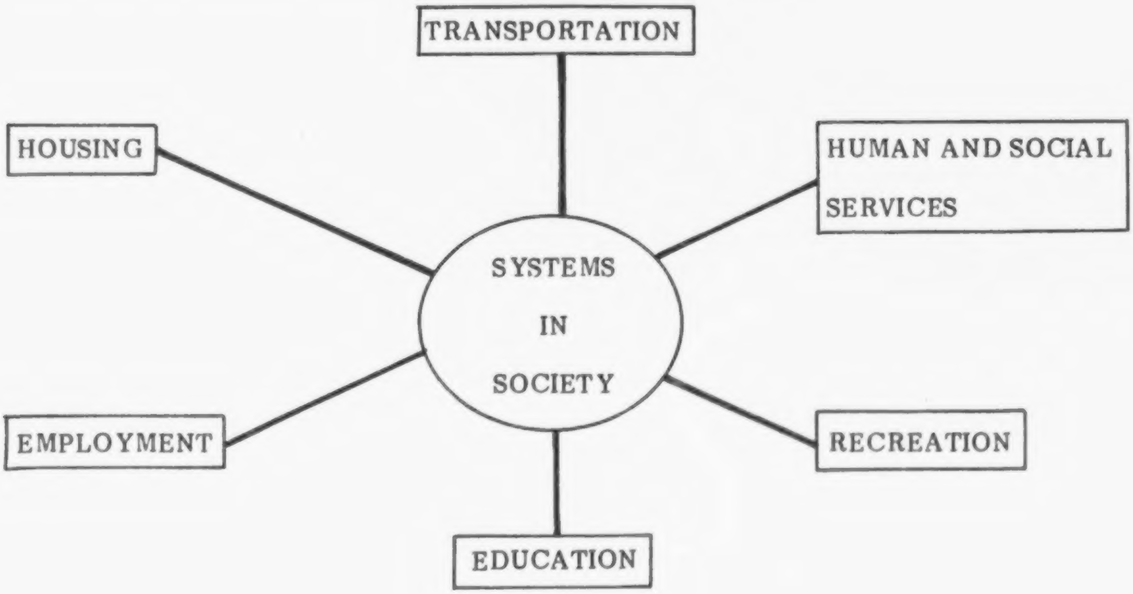
THE LIFE FUNCTIONING SYSTEMS

- education - the system which provides people with the opportunity to learn things.

- employment - the system which provides the opportunity for people to earn money in exchange for work or service they can give.
- housing - the system which provides people with shelter against weather.
- transportation - the system which allows people to move from one place to another.
- human and social services - the system which helps people who have a hard time in our society because they cannot take care of their basic needs.
- recreation - the system which provides people with a way to spend leisure and free time.

Take a few minutes and think of all the possible ways you could get to school. You probably thought of using a car or a bus or a taxi. Maybe you even thought of walking. Did you also think of a train or a plane or a horse? Some of these methods of getting to school might not appeal to you or may not apply to you. Yet, they all have something in common. All the methods just mentioned, plus lots more, allow us to move from one place to another. As you know, we have given the idea a name -- we call it transportation. Transportation is one **system** in our society. It is something that makes our society work better for us.

We will be talking a lot about **systems.** "System" is the name given to the mediums through which services are provided that maintain and enhance the lives of people on a daily basis. We have already seen that transportation is one system. There are other systems in our society. In this unit we will look at six systems:



These systems often interact and your success in one system may depend on your success in another system. For example, a good education may lead to a good job which will give you money to get a nice house. It is hard, if not impossible, to think of the six systems as isolated things. We must understand that they all work together; however, let's take a closer look at the other five systems.

The **housing** system allows people to have shelter against the weather, such as rain, cold, and wind. In the housing system you may find houses, apartments, mobile homes and tents. You can probably think of other units that can be included in the housing system.

The **employment** system provides people with opportunities for jobs. This gives people a chance to get money in exchange for a service they can give. The money can be used to take advantage of the other systems such as to buy a house, to take a trip, or to pay for education. The **education** system allows people to learn things. When you are in school, you are part of the education system. The education system may lead to a good job which will give you money to get a nice house. The **recreation** system provides people with a way to spend their leisure and free time. It gives people a way to relax and to have fun. This system includes such things as playgrounds, parks and beaches. The **human and social services** system is a system that helps people who have hard time in our society because they have difficulty taking care of their own basic needs. For example, it provides financial assistance.

III. The student will identify and explain the purpose of the major laws relating to disability.

Through the years, different groups of people have had to work to make sure they get and keep their rights. They often do this by getting laws passed. For example, the Civil Rights Act of 1964 ensured equal rights for people of every race, creed, color, religion, and national origin. In 1975, the Older Americans Act ensured that all older people had equal rights. In 1973, Section 504 of the Rehabilitation Act ensured that all disabled people had civil rights.

Obtaining many of these rights has not been easy. Almost every law that was passed to ensure civil rights involved a struggle. People worked hard to get the laws passed, and then worked even harder to make sure they were being followed. Even today, there are still problems in enforcing some of the laws. For example, Section 504, which was passed in 1973, is still not followed in parts of the country. Groups of disabled people have spoken out about their rights and have worked hard to get changes that are required by Section 504. There is still a lot of work to ensure the compliance of Section 504.

Section 504 protects disabled individuals from discrimination in programs and activities that receive money from the federal government. Since the federal government gives money to help support many programs and activities throughout the nation, this law affects many programs and agencies. For example, cities usually receive money from the federal government and some of this money may be used to run a few recreation programs. Therefore, these recreation programs must comply with Section 504 and cannot discriminate against disabled people.

THE REHABILITATION ACT, 1973 (P.L. 94-112. AS AMENDED)

Section 504 of this act is the civil rights law for disabled individuals. It states:

> No otherwise qualified handicapped individual in the United States--shall solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any executive agency or by the United States Postal Service.

Section 504 provides protection to handicapped individuals against discrimination in federally funded programs. It is an important tool for helping disabled people take their place in the mainstream of society.

Who is covered under this law?

Section 504 is part of the Rehabilitation Act of 1973, as amended. Although much of this act is directed toward equality of employment opportunities, the nondiscrimination mandate applies to all systems in our society. It applies to any individual who has a physical or mental impairment which substantially limits one or more of that person's major life activities; has a record of such an impairment; or is regarded as having such an impairment.

How is eligibility for a program determined?

A "qualified" handicapped person is one who meets the essential eligibility requirements for a position or service. For example:

- for employment, a qualified handicapped person is one who can perform the essential functions of the job in question with reasonable accommodation;

- for public educational services, one is qualified if he meets the age criteria for services; and

- for post-secondary and vocational education services, one is qualified if he meets the academic and technical standards for admission and/or participation in the program.

Who is prevented from discriminating?

All recipients of Federal funds, as well as the United States government and Postal Service. These include state and local governments, school districts, any private service agency which is funded by a state or local government, universities, and any other organization which receives money from the Federal government. Any program funded in whole or in part by federal funds apply under the provisions of Section 504.

If you consider the scope of Federal involvement in social services, the importance of this anti-discrimination mandate becomes apparent. For example, in the Section 504 regulations, the following areas are covered:

- employment practices,
- physical accessibility to programs,
- pre-school, elementary, and secondary education,
- post-secondary education, and
- health, welfare, and social services.

Section 504 applies to all Federal department programs, including housing, transportation, and labor. Recipients of Federal funds for any of these activities are prevented from discriminating against handicapped persons.

Section 504 provides for nondiscrimination on the basis of handicap and also affirms the rights of disabled people to participate in programs supported by government funds in the most integrated setting. Services and benefits of programs should be as effective and meaningful for disabled people as they are for other people. New facililities must be accessible and existing ones should be modified so that they are accessible to disabled people.

The 504 regulation mandates equal employment opportunities. The regulation provides that hiring, upgrading, promotion, job definitions, fringe benefits and other employee sponsored programs shall not be affected or determined by the factor of disability. A recipient must make reasonable accommodation to the known physical or mental limitations of an otherwise handicapped applicant or employee unless undue hardship can be demonstrated by the recipient.

The regulation requires that programs or activities when viewed in their entirety be accessible to handicapped persons. It does not require a recipient to make each building or part of a building accessible, but the program as a whole must be accessible. A recipient is not necessarily required to make structural changes if other alternatives are equally effective in achieving compliance.

What are the Subparts of Section 504?

Section 504 consists of the following seven subparts:

1. SUBPART A: General Provisions

2. SUBPART B: Employment Practices

3. SUBPART C: Program Accessibility

4. SUBPART D: Preschool, Elementary, Secondary, and Adult Education

5. SUBPART E: Post-secondary Education

6. SUBPART F: Health, Welfare, and Other Social Services

7. SUBPART G: Procedures

It is not necessary that you know all the details in each subpart, however, it will be helpful to look at some of the provisions of Section 504 to understand exactly how it provides basic civil rights and why it is an important law.

Subpart A: General Provisions

This section defines the general rules of nondiscrimination, the procedures for administering Section 504, and lists the activities that are prohibited. It also defines certain terms. Two of the most imporatnt terms are "handicappped person" and "qualified handicapped person."

According to Section 504, a **"handicapped person"** is "any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment." A "major life activity" includes walking, seeing, hearing, learning, working, etc.

A **"qualified handicapped person"** is defined in regard to employment; to preschool, elementary, secondary, or adult education; to post-secondary and vocational education; and to other services.

- A qualified handicapped person in regard to employment is a person who can do the essential job functions with reasonable accommodation.
- A qualified handicapped person in regard to preschool, elementary, secondary, or adult education is a person who qualified according to age.
- A qualified handicapped person in regard to post-secondary and vocational education is a person who meets the academic and technical standards required to be admitted and/or participate in the program.
- A qualified handicapped person in regard to other services is a person who meets the eligibility requirements.

Subpart B: Employment

This section forbids discrimination in employment, including recruiting, hiring, assignment, salary and benefits. It also requires that employers make reasonable accommodations for **qualified** handicapped persons. An accommodation is a change that will allow a person to use a building, machine, etc. Examples of reasonable accommodations are making the building accessible, modifying equipment, or changing work schedules. Building a new accessible building or buying all new equipment are also accommodations, but may not be reasonable.

Subpart C: Program Accessibility

This is one of the most important parts of Section 504. It requires that even though buildings may not be accessible to disabled people, the programs must be accessible. For example, a high school might have all its chemistry labs on the second floor of a building without elevators. If a student in a wheelchair decided to take chemistry, he or she would be unable to get to the Lab. The school could install an elevator and thus make the classroom physically accessible. Such a major change, however might **not** be required according to Section 504, for if that chemistry lab were to be moved to the first floor, the **program** (chemistry) would then be accessible.

The idea of program accessibility allows for making parts of a program or service accessible based on their present need. It helps organizations and agencies who lack the financial resources meet the requirements of Section 504.

Subpart D: Preschool, Elementary, Secondary, and Adult Education

This section requires that each qualified handicapped child be provided with a free and appropriate education. It also requires that disabled children be educated with nondisabled children as much as possible. Certain evaluation and placement procedures are defined as well as procedural safeguards that give parents a way of challenging decisions that other people make about their children.

Subpart E: Post-secondary Education

This section forbids discrimination by colleges and universities in recruiting and admitting students and in treatment after admission. It requires that disabled students be included in programs with nondisabled students. If required, auxiliary aids such as tape recorders or guide dogs, must be allowed. In addition, colleges and universities must provide the same services to disabled students as they would provide to nondisabled students, such as housing, financial and employment assistance, counseling and placement services, etc.

Subpart F: Health, Welfare, and Other Social Services

This section prohibits discrimination on the basis of handicapping condition in providing health, welfare, and other social service programs and services.

Subpart G: Procedures

This section defines the procedures to follow in complying with and enforcing Section 504. Actual requirements for the law are not contained in this section.

THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT OF 1975 (P.L. 04-142)

The Education for All Handicapped Children Act, 1975, (P.L. 94-142) establishes the right of handicapped children and youth to a free and appropriate education. A free and appropriate education includes special education and related services. The purpose of the law is to assure that handicapped students have a free and appropriate education that is designed to meet their individual and unique needs. The law also provides for procedural safeguards to protect the rights of the students and their parents. The Education for All Handicapped Children Act contains several provisions and terms that must be understood. Descriptions of the major provisions of this law are listed below.

- Handicapped Children -- those who are mentally retarded; hard of hearing; deaf; speech imparied; visually handicapped; seriously emotionally disturbed; orthopedically impaired or health impaired; and children with specific learning disabilities. Only handicapped children who require special education in order to learn are covered by the law.

- Free Appropriate Public Education -- special education and related services without charge to the parents. It must meet the standards of the State Education Agency and must be age appropriate in the state involved.

- Special Education - is defined as instruction designed to meet the unique needs of the handicapped student. It may include classroom instruction, instruction in physical education, and instruction in the home, hospital or institution.

- Related Services -- support services which may be required in order for a handicapped student to benefit from special education. Related services include psychological services, transporatation, speech pathology, physical therapy, recreating, counseling, diagnosis and evaluation, and early identification and assessment.

- Individualized Education Program (IEP) -- a written plan for the handicapped student's education program developed jointly by the teacher, child's parent or guardian, child when appropriate, and a representative from the local education agency. All handicapped students must have an IEP. The IEP must be reviewed annually and modified when appropriate. The IEP must include the following:

    1. The student's present level of functioning.
    2. Annual goals.
    3. Short-term instructional objectives.
    4. Related services to be provided.
    5. Extent to which the student will participate in regular classes.
    6. Expected date for beginning and duration of services.
    7. Evaluation criteria.

- Least Restrictive Environment -- to the maximum extent possible, handicapped students must be educated with students who are not handicapped. The least restrictive environment for each child must be determined individually and should be the main consideration in developing IEPs. Students may be placed in special classes, separate schools, or other segregated settings only when the nature or severity of the handicap determines that education in regular classes, with the use of supplementary aids and resources, cannot be achieved satisfactorily.

- Procedural Safeguards -- included to ensure that parents or guardians of handicapped children are included in decisions related to the identification, evaluation and placement of their children.

- Parent Notification -- parents must be notified before the school can conduct an evaluation or make significant changes in a child's placement. Notification is also required when a school refuses to do a requested evaluation of change in placement. In other words, any change in placement requires that parents be notified. The notice should include the following:
  - a description of the proposed action;
  - a request for the parent's permission to conduct an evaluation;
  - a request to permit the child's record to be available to another agency or person;
  - a written document to inform the parent of his or her rights under due process.

IV. The student will identify some of the programs and services available to disabled people.

There are several programs and services available to disabled people. This section will focus on human and social services and Federal-state rehabilitation agencies.

HUMAN AND SOCIAL SERVICES

Introduction: Many individuals lack the resources to take care of their basic needs for long or short periods of time. These individuals include elderly persons who are unable to work, mothers with dependent children, individuals who are ill for long periods of time, children whose parents are deceased or have become disabled, and persons with severe disabilities. In this country, provisions have been made to provide assistance to persons without adequate resources through our social service system. Authorized by the Social Security Act, a broad range of programs exist to assist individuals with low incomes and limited financial resources. An array of services are offered by a variety of local and state agencies providing Social Services. Income maintenance and health-care programs are also provided for eligible persons. The Department of Agriculture provides nutrition related programs to assist low income individuals with food costs.

The purpose of this section is to make students aware of the fact that assistance is available to individuals who lack the resources to take care of their basic needs. They will examine the programs and services that exist to assist individuals. A broad range of services exist, but only key ones will be introduced in this section. Additional resources are available in your community to provide you with more information about social service programs. Materials and resource speakers from your local department of Social Services, and Social Security Office can enhance the teaching of this section.

The following will provide information that will prepare you to implement this unit. It is suggested that you supplement this information with other resources listed in the resource section.

Background Information

The Social Security Act and its amendments, administered through the Social Security Administration, authorizes the social service programs for disabled and other individuals. An array of programs that include income maintenance, social service, health and nutrition are included.

Social Security Disability Insurance (SSDI)

The Social Security Disability Insurance (SSDI) is a program that provides income maintenance to qualified handicapped individuals through cash assistance. It is provided to workers who contributed to the Social Security trust fund through the FICA tax and are disabled before retirement age. Dependent children and spouses are eligible for disability benefits under this program. Disability is defined as a physical or mental impairment which prevents one from doing any substantial gainful activity and expected to last at least twelve months or result in death, or blindness - i.e., central visual activity of 20/200 or less in the better eye with the use of corrective lens. Financial need is not a criteria for eligibility of SSDI. Persons receiving twenty-four months of consecutive SSDI assistance are eligible for Medicare.

Supplemental Security Income (SSI)

The SSI program provides cash assistance to elderly, blind and disabled individuals with very little or no income. Disabled individuals must meet the disability and income criteria in order to be eligible. A person is able to receive SSDI and SSI concurrently. SSI benefits are paid from general funds appropriated by Congress to the States rather than the Social Security Funds supported by the FICA taxes. Individuals receiving SSI are allowed to have other income and still receive SSI. Other financial resources include Social Security checks, veterans compensation, workman's compensation, pensions, annuities and gifts. SSI payments are also influenced by the living arrangements of the individual - i.e., persons living with family will receive less than the person living alone. SSI is available to disabled children, depending on family income. A person under 18 years old, single and not the head of a household is considered a child under SSI. If they are regularly attending school on a full-time basis, the individual is considered a dependent child until they reach 22 years of age.

Health Programs

A wide range of health programs related to disabled individuals exist. They range from research programs to programs for specific handicapping conditions. The two programs that will be covered in this curriculum are the health care programs authorized under the Social Security Act. These two programs offer direct financial assistance through providing direct payments to health providers. Title XVIII of the Social Security Act is the **Medicare** program which provides health insurance benefits to eligible elderly and handicapped individuals. Under the program, direct payments are provided for medical service for eligible individuals. Medicare is composed of three separate parts. Part A authorizes hospital benefits that cover hospital care and related services after the recipient leaves the hospital. Part B provides medical benefits to cover doctor bills and other charges. The program is purchased by the eligible individuals for a monthly premium. It pays for 80 percent of the charges for the doctors services, out patient hospital care, out patient physical therapy and speech pathology services, home health visits not covered by Part A, and prescription drugs that cannot be self-administered.

Title XIX of the Social Security Act established **Medicaid.** This state administered program was created to improve the quality and availability of medical service for low income individuals. While not created specifically for disabled individuals, it provides a source for medical services for disabled persons who are needy. Medicaid is provided to individuals who are categorically needy as well as medically needy. All persons receiving SSI benefits are eligible. Those persons receiving other income maintenance benefits, i.e., SSDI and Aid to Families, Dependent Children, but cannot affort needed medical assistance are also eligible for Medicaid benefits.

Both Medicare and Medicaid programs are authorized by the Social Security Act, Medicare is generally carried out by private insurance companies on the local level.

Nutrition

Several nutrition programs exist to assist individuals with low incomes. Most of those programs relate to the provision of food for children. The program to be covered in this curriculum is the Food Stamp Program authorized by the Agriculture Department, which provides direct assistance through providing coupons for use in purchasing food at local retail stores. The coupons help pay for food items which helps low income families stretch their food dollars. Disabled individuals and households who meet the income elibility requirements can participate in the program. Disabled individuals and blind persons living together in groups of sixteen or less can be eligible.

Social Services

Title XX of the Social Security Act authorizes block grants to states for social services. These grants provide for a range of services to persons receiving public assistance and other low income individuals and families. Individuals with limited incomes, applicants or recipients of Supplementary Security Income and persons receiving Medicaid are eligible for social services through the local departments of social services. Services provided by local departments of social services include the following:

- meal planning, nutrition and shopping information
- homemaker or housekeeper services
- housing services
- volunteer visiting nurse services
- assistance in gaining health care services
- referral of agencies for help in finding a job, getting additional education or vocational training, or for help to enable you to cope with your disability.

All programs that have been described are covered by Section 504 of the Rehabilitation Act of 1973. They may not refuse service on the basis of disability. All programs and services must be accessible to disabled individuals.

VOCATION REHABILITATION

Federal-state vocational rehabilitation programs offer a wide scope of services. Some of the services they provide are: guidance and counseling, vocational evaluation, job placement and follow-up, transporation in connection with the rendering of rehabilitation services, vocational training, and the provision of aids and devices needed by clients to benefit from training and rehabilitation services.

Many disabled people through no fault of their own are unemployed or underemployed because they are inadequately trained, afraid of losing benefits, discouraged from working or considered to be unemployable. Studies from Baylor University showed that it may cost up to $40,000 to provide rehabilitation and training for a person with a spinal cord injury. Yet it cost $40 to $60 a day or about $21,000 annually to keep that person confined to a nursing home. This is approximately one million dollars over a span of fifty years. The cost of dependency is much higher than the cost of disabled people becoming members of the labor market.

Every state has a vocational rehabilitation agency that operates a number of local offices. Those individuals who have physical or mental disabilities that are a substantial handicap to employment and who can be expected to improve with help are eligible. The resources and guidelines of each state agency may vary widely, and therefore, the services are very individualized.

If an individual is considered eligible for vocational rehabilitation services, an individualized plan is developed by the counselor and disabled person. The Individualized Written Rehabilitation Program (IWRP) specifies what services will be provided and how they will be provided by the state rehabilitation agency. It is reviewed periodically and can be revised as necessary.

While the rehabilitation program is an essential and vital one, funding has always been limited. As we have seen, the cost of rehabilitation is far lower than the cost of dependency in which underemployment and unemployed disabled adults rely on public welfare programs and other members of the family. This often results in lack of self-worth and loss of self-confidence, and forces the disabled person to become a tax user instead of tax payer.

Further inormation can be found at your state and local office of Vocational Rehabilitation.

V. The student will define and give examples of accessibility and accommodations.

Problems Confronting Disabled Individuals in Achieving Equal Rights

There are four categories of barriers that confront disabled individuals in society. They are: architectural, attitudinal, educational, and occupational.

Architectural Barriers represents a major barrier to individuals who are mobility and sensory impaired. If people are unable to get into or around in buildings, it cuts them off from participation in the many programs, activities and services that exist in our society. Check architectural barriers that exist in your community. Architectural barriers include steps, side walks without ramps, doorways that are too narrow for wheelchairs and lack of visual and auditory signals.

Attitudinal Barriers have a powerful influence on the integration of disabled individuals in the society. While nondisabled people express neutral to positive feelings toward disabled individuals, research and behaviors indicate contradictory attitudes. Disabled individuals are generally not selected when choices are made in social situations. They are often ignored and avoided. Since attitudinal barriers influence behavior they often help determine whether or not disabled individuals will achieve in education, and are participants in the various other systems.

Educational Barriers continue to confront disabled students at all levels. Segregation of students, attitudes of educators, lack of appropriate support services, lack of adequately trained teachers, and architectural barriers result in poor educational services for disabled individuals.

Occupational Barriers are illustrated through frequent unemployment, underemployment and stereotypical job placements of handicapped individuals. Lack of employment opportunities is a critical issue due to the relevance of employment participation in all other systems.

Much needs to be done to ensure that disabled citizens receive equality in society. To ensure that recent legislation is enforced, disabled individuals must be knowledgeable about their needs and their rights. They must be willing to be advocates for their cause.

Imagine a person who uses a wheelchair making a trip to the Post Office by way of public transporation. Can you think of all the possible barriers this person might encounter? First, take a look at the process of getting to the bus stop. The disabled person leaves his/her home and, fortunately, there is a ramp to exit the apartment. After traveling one block, the person comes to a corner without curb cuts. There are no curb cuts for two blocks. So, a driveway or street must be used. Finally, the person nears the bus stop but can't find a curb cut to get to the sidewalk. Let's say the disabled person finally does arrive at the bus stop. The first three buses aren't accessible, so he or she waits and waits. An accessible bus comes, but this individual has to transfer to another stop. What if the second (transferred) bus isn't accessible? What about more corners without curb cuts? What if the Post Office isn't accessible? The doors are heavy and the knobs out of reach. The counters are high. He or she can't reach the mail box. There are a multitude of potential barriers that disabled people encounter every day. Often what nondisabled people take for granted is something disabled people must struggle to attain.

Barriers "handicap" disabled people. Without barriers - with an accessible world - disabled people would have more of the same opportunities that nondisabled people have. Yet, even an architecturally barrier-free world would not mean that educational, occupational, and attitudianl barriers would be elimiated although the opportunities for change would increase.

Two areas of Section 504 will be discussed in this section. One, Reasonable Accommodation, comes under Subpart B (Employment Practices), and the other, Program Accessibility, is Subpart C. While the two concepts are both different and interrelated, reasonable accommodation is made on an individual basis and must be related to the job. Program accessibility is based on making programs or activities, when viewed in their entiety, readily accessible to an usable by handicapped persons.

Program Accessibility

Section 504 requires that programs or activities that receive federal financial assitance, when viewed in their entirety, be accessible to handicapped persons. It does not require a recipient to make each building or part of a building accessible, but the program as a whole must be accessible. A recipient is not necessarily required to make structural changes if other alternatives are equally effective in achieving compliance. In a building with no elevator or conveyance, for example, a class held on the second floor could be moved to the first floor. You do not necessarily have to install an elevator. In other words, it is the program itself that is considered when looking at accessibility.

Reasonable Accommodation

Section 504 requires that reasonable accommodation be made to the known physical or mental limitations of an employee or applicant unless it can be demonstrated that the accommodation would impose an undue hardship on the recipient. A reasonable accommodation must be job-related. Accommodations are determined on an individual basis. Reasonable accommodations may include; making facilities readily accessible to and usable by disabled employees, as well as job restructuring; changes in the work schedule; the provision of readers or interpreters; and the modification of equipment or devices. Other examples of reasonable accommodation may be to provide a deaf employee with an interpreter in order to perform specific and essential job duties; providing a blind employee with a cassette recorder; raising a desk with blocks to make it higher for a person who uses a wheelchair; and providing a person who has difficulty writing with a modified typewriter. It is important to note that while accommodations like these may contribute to making a program accessible to others visiting the workplace, this is not their purpose. Reasonable accommodation is achieved when specific barriers to specific people and jobs are removed. Program accessibility occurs when **anybody** can participate in or use a particular program or services.

Accessibility features and other accommodations in the various systems may include:

1. Doors wide enough for wheelchair access.
2. Storage units within reach.
3. Countertops and fixtures low enough and within reach.
4. Accessible and nearby parking.
5. Lifts or ramps on buses.

6. Special suspension that lowers the front steps of a bus.
7. "Priority" seating.
8. More handholds.
9. Spaces for wheelchairs in buses.
10. Platform edge lights in subway (this lets hearing impaired riders know when a train is approaching).
11. Textured platform edge (lets blind rider know how close to the platform edge he or she is).
12. Information given orally and visually (e.g., emergency announcements).
13. Control in elevators within reach of people who use wheelchairs and short people.
14. Door handles within reach of people who use wheelchairs and short people.
15. Controls in elevators in braille or raised letters.
16. Material provided in braille, large print, or on tape.
17. Curb cuts at corners.
18. Interpreters and readers provided.
19. Ramps into buildings.
20. Area leading from a parking lot into a building is accessible.

VI. The student will identify where more information about the laws and disability can be obtained.

Good sources of information about Section 504 are the Regional Office for Civil Rights. It is important to note that local, state and federal agencies will also have information about the law. Since all recipients are required to comply with Section 504, it will be helpful to identify some recipients in your community and ask them for information and for other people and places to contact. A good place to start may be your city government, which is usually found in the city hall. Another place to look for information is in organizations that represent disabled people. You can probably find many of these in the phone book. A good overall source of information is the library in your school or community. The librarian can help you find books and articles about Section 504 in addition to finding lists of people and organizations that may have more information.

Information about state rehabilitation agencies can be sought by contacting the local or state agency in your state. Local, state and federal education agencies are a good source of information regarding the education laws. Education associations and organizations of and for disabled people should also have information about the laws and regulations regarding disabled people. Addresses and telephone numbers can be found at the library or in the Yellow Pages. Magazines, journals, books, and the Federal Register are excellent resources. Many of these resources will have information on a variety of aspects relating to disability.

Many organizations and agencies where information can be found on advocacy, disability, and the laws relating to the various systems are listed elsewhere in this publication.

LESSON PLAN FORMS

GOAL: The student will acquire background information on disability, civil rights, and related services and resources.

INSTRUCTIONAL OBJECTIVE 1: The student will explain what a disability is and identify various disabilities.

Suggested Activities	**Teaching Tips**
• Make a bulletin board with many picture of people with different disabilities doing a variety of jobs.	• Discuss the theme of bulletin board with students. • Have students draw or find pictures for the bulletin board. • Ask some students to volunteer to put bulletin board together.
• Visit the library and compile a list of resources about disabilities. Include stories about successful disabled people.	• Review library skills. Discuss what areas to look for in the Card Catalogue (i.e., handicap, disability). • Discuss record keeping methods. Students can develop resource boxes using Index Cards. • Gather lists from students and put them together. Give each student a copy of the comprehensive list.

Resources	**Evaluation**
	The student will explain what a disability is and identify at least five disabilities.

LESSON PLAN FORMS

GOAL: The student will acquire background information on disability, civil rights, and related services and resources.

INSTRUCTIONAL OBJECTIVE 2: The student will identify the various systems in our society (e.g., housing, transportation).

Suggested Activities	**Teaching Tips**
• Discuss how students and disabled people are involved in each system.	• Explain purpose of discussion. • List each system and define it. • Discuss student's and disabled people's use of system. Discuss different problems encountered with each system. • Students can write a story about one of their experiences with a system.
• Write a story to describe our society if we had to live without some of the systems.	• Discuss how the systems have changed over the years. • Have students write their stories using one or more systems. • Ask students to volunteer to read their stories to the class or provide students with the opportunity to read other students' stories (e.g., duplicate them, post the stories, or exchange stories in class).
Resources	**Evaluation**
	The students will list the six systems that help individuals function in our society.

LESSON PLAN FORMS

GOAL: The student will acquire background information on disability, civil rights, and related services and resources.

INSTRUCTIONAL OBJECTIVE 3: The student will identify and explain the purpose of the major laws relating to disability.

Suggested Activities	**Teaching Tips**
• Begin a what, who, when, why chart. For the "What" column, list the name of the law; for the "Who" column, list who the law was designed for; for the "When" column, indicate when the law was passed; and for the "Why" column, explain the intent of the law.	• Students can use copies of the Federal Register. Non-discrimination on the Basis of Handicap (Section 504) and other resources to assist in completing the chart. • The chart should be placed on the wall. • Each new law can be added.
• Review articles about Section 504 and P.L. 94-142 and identify their provisions.	• Provide students with a bibliography of articles on the laws. • Students may wish to reiew one or more articles. • Have students make a list of provisions discussed in the articles. • Students can abstract articles. Discuss abstracts and their purpose. Abstracts can be limited to one paragraph discussing the article and provisions mentioned. • Keep records of the articles used and the provisions mentioned.

Resources	**Evaluation**
	The student will identify and explain (orally or in writing) the intent of the major laws (i.e., Section 504, P.L. 94-142) relating to disability.

LESSON PLAN FORMS

GOAL: The student will acquire background information on disability, civil rights, and related services and resources.

INSTRUCTIONAL OBJECTIVE 4: The student will identify some of the programs and services available to disabled people.

Suggested Activities	**Teaching Tips**
• Write a report describing the services provided by Social Services and/or state Rehabilitation Agencies to disabled individuals.	• Review library and research skills. • Provide resources (e.g., Yellow Pages) to find places to call or write for information. • Have students review letter-writing and telephone procedures.
• Examine information (books, pamphlets, etc.) on the programs and services available to disabled people.	• Have students write, call, or visit agencies and organizations to get information. • Put information into a reference file.

Resources	**Evaluation**
	The student will identify at least two programs and the services they provide.

LESSON PLAN FORMS

GOAL: The student will acquire background information on disability, civil rights, and related services and resources.

INSTRUCTIONAL OBJECTIVE 5: The student will define and give examples of accessibility and accommodations.

Suggested Activities

- Select jobs in the school and describe how they can be modified to accommodate persons with various disabilities.
- Write a paragraph on how to make a specific program or activity accessible to a person with a disability

Teaching Tips

- Develop a format for this activity. Example:

Job	Responsibility	Disability	Accommodation

- Students decide on the program/activity within a systemto focus on, (i.e., bus transportation, apartment, living in public housing).
- Students decide on a disability to focus on.
- Share paragraphs with other students.

Resources

Evaluation

The student will define and give at least three examples each of accessibility and accommodations.

LESSON PLAN FORMS

GOAL: The student will acquire background information on disability, civil rights, and related services and resources.

INSTRUCTIONAL OBJECTIVE 6: The student will identify where more information about the laws and disability can be obtained.

Suggested Activities	**Teaching Tips**
• Identify available resources within the school, public, library, etc.	• Have students list resources and write an abstract to describe the resources and where they are located.
• Compile a reference file of information regarding the laws and disability. (This can be an on-going activity throughout the use of the curriculum.)	• Plan a visit to the library. • Review library skills. • Use the resources listed in this curriculum. • Develop format for file and steps for development. • Display guidelines in room.
Resources	**Evaluation**
	The student will identify at least five places where information about the laws and disability can be obtained.

PRE- AND POST-TEST
FOR THE SUMMARY
ADVOCACY CURRICULUM UNIT

Circle the best answer for the statements below:

1. A physical disability is:

    a. Blindness
    b. Deafness
    c. Spinal cord injury
    d. All of the above

2. A person who cannot see is:

    a. Blind
    b. Deaf
    c. Learning disabled
    d. Orthopedically impaired

3. The civil rights law for disabled people is:

    a. Section 504 of the Rehabilitation Act of 1973:
    b. Civil Rights Act of 1964
    c. Title IX of the Education Amendments of 1972
    d. None of the above

4. Section 504 was written:

    a. To protect disabled people from discrimination in federally funded programs and activities
    b. To give civil rights to disabled people
    c. As part of the Rehabilitation Act of 1973
    d. All of the above

5. A handicapped person who meets the basic requirements for a position is:

    a. A person who is qualified for a job
    b. A qualified handicapped person
    c. Someone trained to be a typist who applies for a job as a high school principal
    d. Both A and C

6. People move from one place to another through:

    a. Housing
    b. Education
    c. Transportation
    d. Human and Social Services

7. A system that our society uses is:

   a. Housing
   b. Transportation
   c. Employment
   d. All of the above

8. An expected benefit of Section 504 for both disabled and nondisabled people is:

   a. To protect disabled people from discrimination because of their handicap
   b. To give disabled and nondisabled people a chance to get to know each other
   c. To make sure disabled pleople have equal rights
   d. All of the above

9. Disabled people can help other peole follow the laws by:

   a. Knowing and understanding their rights
   b. Speaking up when there is not equal treatment
   c. Protecting the laws and seeing that they are followed
   d. All of the above

10. One of the purposes of P.L. 94-142 is to:

    a. Make school easy
    b. Give handicapped children a free and appropriate education
    c. Give handicapped people jobs
    d. All of the above

11. P.L. 94-142 is important because:

    a. Handicapped children will get an education
    b. Nonhandicapped students will meet more handicapped students and get to know them
    c. Parents have rights in protecting their handicapped child's right to an education
    d. All of the above

12. The law that talks about Social Service programs for disabled people is the:

    a. Urban Mass Transportation Assistance Act of 1970
    b. Education for All Handicapped Children Act of 1975
    c. Social Security Act of 1974
    d. None of the above

13. The Social Security Act talks about:

    a. Social Services
    b. Health
    c. Nutrition
    d. All of the above

14. Human and Social Service Programs are important because:

    a. They help people who make a lot of money
    b. They help people who don't have enough money to take care of their basic needs
    c. The provide an education for handicapped children
    d. Both B and C

15. Vocational rehabilitation agencies can:

    a. Find jobs for all disabled people
    b. Assist disabled people in developing employment skills
    c. Provide different and individualized services in each state
    d. Both B and C

16. A service provided by a vocational rehabilitation agency is:

    a. Guidance and counseling
    b. Vocational evaluation
    c. Job placement and follow-up
    d. All of the above

17. When programs, services, and activities can be used by disabled people, they are:

    a. Barriers
    b. Not expensive
    c. Accessible
    d. Myths

18. A person who might need job accommodations is a:

    a. Visually impaired person
    b. Hearing impair person
    c. Learning disabled person
    d. All of the above

19. An employment accommodation for a blind person is:

    a. Putting ramps in buildings
    b. Providing a sign language interpreter
    c. Providing taped material
    d. Raising a desk with blocks to make it higher

20. A good place to get more information about the laws and disabled people are:

    a. Local and state agencies
    b. Libraries
    c. Organizations for and of disabled people
    d. All of the above

SUMMARY ADVOCACY CURRICULUM UNIT

Answer Key

I.

1. D
2. A
3. A
4. D
5. B
6. C
7. D
8. D
9. D
10. B
11. D
12. C
13. D
14. B
15. D
16. D
17. C
18. D
19. C
20. D

WORKSHEETS

ASSESSMENT OF COMMUNITY RESOURCES

	Name of Agency/Organization	Resources/Services Available
Governmental Agencies	• Vocational Rehabilitation • Social Security Administration • Veterans Administration • Employment Services • Job Corps • Law Enforcement Agencies • Legal and Judicial Agencies • Parks Department • Welfare Offices • Motor Vehicle Bureau • Parent-Teacher Associations (PTA) • Mental Health Agencies • Sheltered Workshops • Governor's Committee for Employment of the Handicapped • Planned Parenthood	
Community Organizations	• YMCA • YWCA • Red Cross • Veterans of Foreign Wars	

ASSESSMENT OF COMMUNITY RESOURCES (Cont.)

	Name of Agency/Organization	Resources/Services Available
Civic Clubs	• Chamber of Commerce • JAYCEES • Civitans	
Consumer Organizations		
Special Resources	• Airports • Colleges • Association for Retarded Citizens • 4-H Clubs • Veterans Groups • Boy Scouts • Churches • Libraries • Museums • Goodwill Industries and Other Rehabilitation Facilities • Private Mental Health Associations • Girl Scouts • Campfire Girls • Big Brothers	

SAMPLE LETTER TO COMMUNITY RESOURCE PERSONS (PARENTS/ GUARDIANS)

Dear ______________________________:

As part of our instructional program in advocacy and independent living skills, we are seeking the help of resource persons to enrich our program. One way in which you can contribute is by telling the students about your specific area of work and experience in ______________________________

____.

Would you please complete the enclosed form and return it to me? We will then add it to our file of resource persons to be used for this program. You may be contacted to arrange for a definite time for a presentation or interview when the students are studying about subject matter related to your interests and work.

I look forward to hearing from you and hope you can be a resource person for our program.

Sincerely,

SAMPLE INVENTORY OF COMMUNITY
RESOURCE PERSONS

NAME ______________________________ PHONE ____________________

ADDRESS ____

BUSINESS OR ORGANIZATION ____

ADDRESS ____

PHONE ______________________ ROLE OR TITLE ____________________

1. List any special skills or information you could demonstrate:

   ____

   ____

   ____

2. What illustrative materials, if any, can you bring to the classroom?

   Books ____________________ Brochures ____________________

   Films ____________________ Filmstrips ____________________

   Posters ____________________ Charts ____________________

   Other ____________________ ____________________

3. Are you willing to meet in advance with teacher ____________________
   Committee of students/teacher ____________________?

4. Please circle the days of the week most convenient for you to meet:

   M T W T F AM PM

5. With what grade level do you feel you can most effectively work?

   K - 8 ____________ 9 - 12 ____________ Both ____________

6. Are you willing to work individually with a student? ____________

7. Additional comments ____

   ____

   ____

SAMPLE INVENTORY OF ORGANIZATION OR GOVERNMENT AGENCIES

1. Name of organization or agency ______________________________
2. Address ______________ City ______________ State ______ Zip ______
3. Name of contact person ______________________ Title ______________
4. What broad area of service is provided? ______________________________

   ____
5. What specific services are provided by the agency? ______________________

   ____

   ____

   ____

   ____

   ____
6. Is literature available or services provided? Yes_____ No_____
7. What educational activities is the agency able to provide schools?

Resource persons	Yes_____	No_____
Field Trips	Yes_____	No_____
Interns	Yes_____	No_____
Intern	Yes_____	No_____

   Other ____
8. List any materials you have which can be used in the classroom for instructional purposes.

Brochures	______________
Films	______________
Filmstrips	______________
Posters-Charts	______________
Other	______________
	______________

9. Please include other suggestions you have for enriching this program.

   ____

   ____

   ____

   ____

   ____

ACCESSIBILITY CHECKLIST

1. What provisions are made for parking for disabled persons?

____

____

2. Are there steps or other barriers between parking facilities and the entrance to the building which interfere with wheelchair access? YES ___ NO ___
3. Is there easy access to the building from the parking area for disabled people? YES ___ NO ___
4. Is at least one entrance ramped or at ground level with no steps? YES ___ NO ___
5. Are doors at least 32" wide? YES ___ NO ___
6. Are doors easy to open? YES ___ NO ___
7. Are sloping ramps provided where there are stairs? YES ___ NO ___
8. Are walks leading to and from the entrance accessible? YES ___ NO ___
9. Are there curb cuts or ramps at crossways? YES ___ NO ___
10. Are there elevators to each floor or level in the building? YES ___ NO ___
11. Are all elevator buttons in easy reach of a person in a wheelchair or with other disabilities? YES ___ NO ___
12. Are all elevator buttons marked in braille or with raised notation? YES ___ NO ___
13. Are restroom doors at least 32" wide? YES ___ NO ___
14. Are restroom stalls at least 32" wide and equipped with grab bars? YES ___ NO ___
15. How many wheelchair accessible restrooms are available on each floor? MEN'S ___ WOMEN'S ___
16. Are lower drinking fountains provided for wheelchair users and persons with other disabilities? YES ___ NO ___
17. Are lower public telephones provided for wheelchair users and persons with other disabilities? YES ___ NO ___

18. Are floors (with or without carpeting) firm and smooth, and do they provide for easy mobility for wheelchair users? YES ___ NO ___

19. Are there TDDs available or does the agency/organization have access to a TDD? YES ___ NO ___

20. Are there both audible and visual alarms to indicate emergencies? YES ___ NO ___

21. What provisions have been made for emergency egress for disabled persons?

____

____

STUDENT ACTIVITY SHEET

COMMUNITY PROGRAMS, SERVICES, ACTIVITIES

Programs Services Activities	Government Supported	
	YES	NO

ASSESSMENT OF TRANSPORTATION SYSTEM

Forms of Transportation in your area.

Systems accessible to handicapped and senior citizens:

Modifications

1.

2.

3.

Other options for handicapped and senior citizens:

Name of Systems:

Phone Numbers:

Name of Contact Person:

Special Services for Handicapped Persons:

WORKSHEET FOR FIELD TRIP

Field Trip Topic: ______________________________

Goal: ______________________________

____

Specific Objectives:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Specific Tasks:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

PROGRAM ACCESSIBILITY SURVEY

	YES	NO
Is the building accessible?		
Is the room accessible?		
Is an interpreter available for deaf students?		
Are braille or reader services available to the blind students?		
Are materials presented in written and oral form?		
Is accessible transportation available to the facility?		

LEISURE ACTIVITIES

1. What do you think leisure activities are?

2. Using the dictionary, define the word leisure:

3. List three activities you do in your leisure:
    1.
    2.
    3.

4. What do you think recreation is?

5. Using the dictionary, define the word recreation:

6. List your recreation activities:

7. Use your telephone book to obtain the following information:

8. The name and number of the nearest indoor swimming facility?

____

9. The name and number of the nearest outdoor swimming pool to your home?

____

10. The name and number of the recreation center nearest your home?

____

11. What additional recreational facilities are available to you in your community?

12. The name and number of the YWCA or YMCA nearest your home?

____

13. What recreational facilities do they have available to your?

____

Developed by Sheila Newton
Fairfax High School
Fairfax, VA

ASSESSMENT OF COMMUNITY RESOURCES

	Name of Agency/ Organization	Phone	Contact Person	Resources/Services Available
Governmental Agencies				
Community Organizations				

ASSESSMENT OF COMMUNITY RESOURCES (Cont.)

	Name of Agency/ Organization	Phone	Contact Person	Resources/Services Available
Civic Clubs				
Consumer Organizations				
Special Resources				

REVIEW WORKSHEET

Employment

List 5 common barriers to employment and explain how they may be a barrier to your seeking employment.

List the services the Department of Rehabilitation Services can provide (Vocational Rehabilitation).

Briefly explain:

Section 501

Section 503

Affirmative Action

Section 504

Reasonable Accommodations

Developed by Sheila Newton
Fairfax High School
Fairfax, VA

ALTERNATE COMMUNITY RESOURCES CONTACT SHEET

NAME OF ORGANIZATION ______________________________

TELEPHONE NUMBER ______________________________

CONTACT PERSON ______________________________

PURPOSE OF ORGANIZATION ______________________________

____

CRITERIA ______________________________

____

____

NAME OF ORGANIZATION ______________________________

TELEPHONE NUMBER ______________________________

CONTACT PERSON ______________________________

PURPOSE OF ORGANIZATION ______________________________

____

CRITERIA ______________________________

____

____

NAME OF ORGANIZATION ______________________________

TELEPHONE NUMBER ______________________________

CONTACT PERSON ______________________________

PURPOSE OF ORGANIZATION ______________________________

____

CRITERIA ______________________________

____

____

MID-UNIT TEST FOR UNIT ON TRANSPORTATION

1. Why do all people need transportation?

2. Name 5 different handicaps.

3. Name 6 different kinds of transportation.

4. What does "accessible" mean?

5. What does "inaccessible" mean?

6. Name 5 driving aids.

7. Name 1 flying aid.

8. Draw an accessible bus.

9. Draw an inaccessible bus.

Test developed by Danae Delman and presented in American Sign Language

Model Secondary School for the Deaf
Washington, D.C.

FORMS FOR ACETATE OVERLAYS

LIFE FUNCTIONING SYSTEMS

LIFE FUNCTIONING SYSTEMS are those mediums through which services are provided that maintain and enhance the lives of people on a daily basis.

LIFE FUNCTIONING SYSTEMS

- EDUCATION
- EMPLOYMENT
- HOUSING
- TRANSPORTATION
- HUMAN & SOCIAL SERVICES
- RECREATION

LIFE FUNCTIONING SYSTEMS

EDUCATION	the system which provides people with the opportunity to learn things.
EMPLOYMENT	the system which provides the opportunity for people to get money in exchange for service they can give.
HOUSING	the system which provides for people to have shelter against weather.
TRANSPORTATION	the system which allows people to move from one place to another.
HUMAN & SOCIAL SERVICES	the system which provides assistance to people who have a hard time in our society because they have few or no resources to take care of their basic needs.
RECREATION	the system which provides people with a way to spend leisure and free time.

ADVOCACY

ADVOCACY is speaking and / or acting on behalf of oneself, another individual, a group or groups.

ADVOCATE is a person or persons who speak or act on behalf of a desired goal.

ROLE AND FUNCTION OF AN ADVOCATE

1. Identifying the needs of the person being represented
2. Identifying the goals and objectives of the advocacy efforts
3. Bringing about the awareness of the needs of the person being represented to the appropriate individuals
4. Recommending a strategy for resolving the problem
5. Speaking out on behalf of client or clients to appropriate officials, individuals and the public

WHEN IS ADVOCACY NEEDED

- When the rights or privileges of a person or persons are being violated.
- A person belongs to a group that has a history of being discriminated against.
- When new laws are being enacted or policies are being changed.
- New services, programs, and activities are being created.

GENERAL GOALS AND OBJECTIVES

To make students aware of the systems they need to use to function in American society.

To inform students of their right to use the various life functioning systems.

To make students aware of possible barriers they may encounter as disabled individuals.

To increase the student's ability to be a self advocate.

RESOURCE LIST

NAME OF ORGANIZATION	CODE
Administration on Developmental Disabilities, HHS Office of Human Development Services Room 340E, HHH Building 200 Independence Avenue, SW (202) 245-2409	(b)
Affiliated Leadership League of and for the Blind of America (ALL) 1200 15th Street, NW #205 Washington, DC 20005 (202) 775-8261	(a)
Alexander Graham Bell Association for the Deaf 3417 Volta Place, NW Washington, DC 20007 (202) 337-5220 (Voice/TDD)	(a)
American Coalition of Citizens with Disabilities, Inc. (ACCD) 1200 15th Street, NW #201 Washington, DC 20005 (202) 785-4265 (Voice/TDD) (202) 785-4341 (TDD)	(a)
American Council of the Blind Suite 506 1211 Connecticut Avenue, NW Washington, DC 20036 (202) 620-2000	(a)
American Foundation for the Blind (AFB) 15 West 16th Street New York, NY 10011 (212) 620-2000	(a)
American Printing House for the Blind (APHB) 1839 Frankfort Avenue Louisville, KY 40206-0085 (202) 620-2000	(c)
Architectural and Transportation Barriers Compliance Board (A&TBCB) 330 C Street, SW, Room 1010 Washington, D.C. 20202 (202) 245-1591 (Voice/TDD)	(b)
Association for Children and Adults with Learning Disabilities (ACLD) 4156 Library Road Pittsburgh, PA 15234 (412) 341-1515 (412) 341-8077	(a)
Association for Retarded Citizens of the United States (ARC) National Headquarters 2501 Avenue J Arlington, TX 76011 (817) 640-0204	(a)
Association for the Severely Handicapped (TASH) 7010 Roosevelt Way, NE Seattle, WA 98115 (206) 523-8446	(a)
Blind Outdoor Leisure Development (BOLD) 533 E. Main Street Aspen, CO 81611 (303) 925-8922	(a)
Blinded Veterans Association (BVA) 1735 DeSales Street, NW Washington, DC 20036 (202) 347-4010	(a)
Clearinghouse on the Handicapped Office of Special Education and Rehabilitative Services Washington, DC 20202 (202) 245-0080	(f)

NAME OF ORGANIZATION	CODE
Council for Exceptional Children Information Service 1920 Association Drive Reston, Va 22091 (703) 620-3660	(f)
Disability Rights Center 1346 Connecticut Avenue, NW Suite 1124 Washington, DC 20036 (202) 223-3304	(d)
Disability Rights Education and Defense Fund, Inc. 2032 San Pablo Avenue Berkeley, CA 94702 (415) 664-2555 (415) 664-2629 (TDD)	(a)
Down's Syndrome Congress Central Office 1640 W. Roosevelt Road Chicago, IL 60608 (312) 226-0416	(a)
Epilepsy Foundation of America (EFA) 4351 Garden City Drive Suite 406 Landover, MD 29785 (301) 459-3700	(a)
Gallaudet College 800 Florida Avenue, NE Washington, DC 20002 New York, NY 10011 (202) 651-5000 (Voice/TDD)	(c)
Goodwill Industries of America, Inc. 9200 Wisconsin Avenue Bethesda, MD 20814 (301) 530-6500	(c)
Health Care Financing Administration (HCFA) East Highrise Bldg., Room 793 Baltimore, MD 21207 (301) 594-9732	(b)
Helen Keller National Center for Deaf-Blind Youths and Adults 111 Middle Neck Road Sands Point, NY 11050 (515) 944-8900	(c)
Human Resources Center I. U. Willets Road Albertson, NY 11507 (516) 747-5400	(c)
International Association of Parents of the Deaf 814 Thayer Avenue Silver Spring, MD 20910 (301) 585-5400	(a)
Jewish Guild for the Blind (JGB) 15 West 65th Street New York, NY 10023 (212) 595-2000	(a)
Mainstream, Inc 1200 15th Street, NW Washington, DC 20005 (202) 833-1136	(a)
Muscular Dystrophy Association 810 Seventh Avenue New York, NY 10019 (212) 587-0808	(a)
National Alliance of the Mentally Ill (NAMI) 1234 Massachuesetts Avenue, NW Suite 721 Washington, DC 20005 (202) 783-6393	(f)
National Association for Hearing and Speech Action (NAHSA) 10801 Rockville Pike Rockville, MD 20852 (301) 897-8682 (Voice/TDD)	(a)

NAME OF ORGANIZATION	CODE
National Association for Visually Handicapped (NAVH) 305 East 24th Street 17-C New York, NY 10010 (212) 889-3141	(a)
National Association for the Deaf-Blind (NADB) 2703 Forest Oak Circle Norman, OK 73071 (405) 360-2580 (405) 360-0431	(a)
National Association of the Deaf (NAD) 814 Thayer Avenue Silver Spring, MD 20910 (301) 587-1788 (Voice/TDD)	(d)
National Braille Association (NBA) 654-A Godwin Avenue Midland, NJ 07432 (201) 447-1484	(d)
National Center for Barrier Free Environment 1015 15th Street, NW Suite 700 Washington, DC 20005 (202) 466-6896	(f)
National Committee, Arts for the Handicapped (NCAH) 1825 Connecticut Avenue, NW Suite 417 Washington, DC 20009 (202) 332-6960 (Voice/TDD)	(a)
National Council of Stutterers (NCS) P. O. Box 8171 Grand Rapids, MI 49508 (616) 241-2372	(a)
National Easter Seal Society 2023 West Ogden Avenue Chicago, IL 60612 (312) 243-8400 (312) 243-8880 (TDD)	(a)
National Handicapped Sports and Recreation Association (NHSRA) 1200 15th Street, NW #201 Washington, DC 20005 (202) 429-0595	(e)
National Rehabilitation Information Center (NARIC) 4407 Eighth Street, NE The Catholic University of America Washington, DC 20017-2299 (202) 635-5822 (Voice) (202) 635-5884 (TDD) (202) 635-6090 (ABLEDATA)	(f)
National Society for Children and Adults with Autism (NSAC) 1234 Massachusetts Avenue, NW Suite 1017 Washington, DC 20005-4599 (202) 783-0125	(a)
Office for Civil Rights Department of Education Room 5000, Switzer Building 330 C Street, SW Washington, DC 20202 (202) 245-7680	(b)
Paralyzed Veterans of America (PVA) 801 18th Street, NW Washington, DC 20006 (202) 872-1300	(a)
Parent's Campaign for Handicapped Children and Youth 1201 16th Street, NW Washington, DC 20036	(a)
People First International, Inc. P. O. Box 12642 Salem, OR 97309 (503) 362-0336	(a)
President's Committee on Employment of the Handicapped (PCEH) 1111 20th Street NW 6th Floor Washington, DC 20036 (202) 653-5044	(b)

NAME OF ORGANIZATION	CODE	NAME OF ORGANIZATION	CODE
National Federation of the Blind (NFB) 1800 Johnson Street Baltimore, MD 21230 (301) 659-9314	(a)	President's Committe on Mental Retardation (PCMR) Washington, DC 20201 (202) 245-7634	(b)
Social Security Administration (SSA) 6401 Security Blvd. Baltimore, MD 21235 (301) 594-7700 (301) 325-0778 (TDD)	(b)	Spina Bifida Association of America (SBAA) 343 South Dearborn Street Suite 319 Chicago, IL 60604 (312) 663-1562	(a)
Tourette Syndrome Association (TSA) Bell Plaza Building 42-02 Bell Blvd. Bayside, NY 11361 (212) 481-6300	(a)	United Cerebral Palsy Associations, Inc. 66 East 34th Street New York, NY 10016 (212) 481-6300	(a)
Urban Mass Transportation Administration (UMTA) Department of Transportation Office of Public Affairs Washington, DC 20590 (202) 426-4043	(b)	Veterans Administration (VA) 810 Vermont Avenue, NW Washington, DC 20420 (202)393-4120	(b)

KEY TO CODE

(a) Advocacy, Consumer and Health Organizations

(b) Federal Government Other than Information Units

(c) Facilities, Schools, Clinics

(d) Service Organizations

(e) Sports Organizations Serving Handicapped People

(f) Information/Data banks, Research